

Tulsa Beyond Empowered Schools Act Zone Application

*An application to the Tulsa Public Schools Board of Education
and the Oklahoma State Board of Education*

March 2019



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Executive Summary

Tulsa Beyond is a project with a bold goal.

Tulsa Public Schools will design a system of high schools that prepare and inspire youth for the economic, cultural and environmental realities of a radically different and rapidly-changing future.

To pursue this goal, Tulsa Public Schools is applying for Empowered Schools Act Zone status. The first step in preparing this application was a half-year dedicated to learning from Tulsans from all walks of life. Our engagement focused on three questions: *What is high school in Tulsa today? What do we want from high school? What do we need from high school?*

Listening to and learning from thousands of students, parents, teachers, and community members allowed us to identify five themes that were common across stakeholders.

- (1) Meaningful relationships within the school
- (2) Relevant, real-world learning experiences
- (3) Personalized learning that meets individual student needs
- (4) Equitable opportunities and safety
- (5) Learning with and within the community

These shared values form the bedrock of this application, which we make at a zone level on behalf of Nathan Hale High School, Daniel Webster High School, and Tulsa Learning Academy. These three schools have completed six months of a school design process led not by the district, but by school-based teams. The teams' design work has focused on creating a new high school experience tailored to the unique needs of their community. To deepen their understanding of their community, each team interviewed dozens of stakeholders, read research, visited high schools across the region, and shared and tested their ideas with their community. This application includes background information about the rigorous and comprehensive process undertaken by the design team, summaries of the proposed new school models, the flexibilities the design teams seek under the waiver, and measurement and safeguards we've built into the system.

Through this Empowered Schools Act Zone application, we seek regulatory flexibility in the broad areas of graduation requirements, attendance, and student control over pace and place of learning. With greater freedom, our communities will create the schools that students and teachers deserve: where relationships are rich, students thrive, and everyone can reach their full potential.

Section 1: Introduction to Tulsa Beyond High School Design Project

Background

This application requests critical statutory and regulatory flexibility with the Tulsa Beyond Empowered Schools Zone beginning in the 2019-2020 school year and extending for three years in accordance with 70 O.S. § 3-129.1. It is the culmination of over a year of preparation. We submit this application on behalf of three schools: Webster High School, Hale High School, and Tulsa Learning Academy. To fully understand our inspiration, design, and goals, it is important to understand our history and process.

In January 2016, Tulsa Public Schools adopted our 2015-2020 strategic plan, Destination Excellence, which describes a vision for teaching and learning in Tulsa. Destination Excellence calls for educators, students, families, community, and district support teams to be learners, contributors, and designers. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to our world. At Tulsa Public Schools we believe that schools are the unit of change. We create change by embracing innovation, and supporting the design and implementation of new learning models for our students, classrooms, teams, schools, and the district while we continuously improve teaching and learning for all.

One of the ways that Tulsa Public Schools embraces innovation is “Tulsa Beyond,” a high school design project with a bold goal:

Tulsa Public Schools will design a system of high schools that prepare and inspire youth for the economic, cultural and environmental realities of a radically different and rapidly-changing future.

Formally launched in the winter of 2018, Tulsa Beyond began a journey with four high schools committed to creating a bold new high school model using a user-centered design process. Each of the four teams dedicated the 2018-2019 school year to understanding their community through hours of one-on-one interviews. From this engagement, they developed insights that form the basis of a new school model. Three of the four participating schools are on track to open a small-scale version of their new school model in August of 2019 serving approximately one-quarter of the full high school. The fourth school is dedicating the next year to the development of continued stakeholder engagement and design. Each new model has three to four “components” that come together to create a new learning experience for our students. 2019-2020 will be dedicated to implementation and learning cycles that intentionally improve the model. We will assess and improve each model and scale it to serve more students in the 2020-2021 school year.

Our preparation for this Empowered Schools Act application been methodical and has included deep community engagement, research review, site visits across the nation, partnerships with local and national experts, and most importantly, the activation of our system’s true experts: students and teachers. Please see Attachment A for a partial list of the partners that have supported Tulsa Beyond and the development of this application.

Early Preparation: Engaging our Stakeholders

User-centered design requires deep understanding of interests, needs, and expectations of all key stakeholders. Tulsa Beyond dedicated over six months to engaging students, teachers, parents, and community members about high school. During this pre-design period, Tulsa Public Schools engaged over 5,000 Tulsans on the topic of high school, including over 600 hours of face-to-face interactions exploring the following three questions:

- What is high school in Tulsa today?
- What do we want from high school?
- What do we need from high school?

See pages 44-46 and Attachment B for more information about details of our engagement efforts.

Through our engagement, we discovered a few overarching themes across the major stakeholder groups of students, teachers, parents, and community members. No matter the geographic boundary area, setting, or the membership of the group, stakeholders tended to talk about the following five topics:

- (1) Meaningful relationships within the school
- (2) Relevant, real-world learning experiences
- (3) Personalized learning that meets individual student needs
- (4) Equitable opportunities and safety
- (5) Learning with and within their community

See Attachment B for a sample school-level report summarizing what stakeholders said about each of these five themes.

From these five themes, we built the blueprint of the project. The blueprint is detailed through two key design documents: design anchors and the graduate profile. These two design

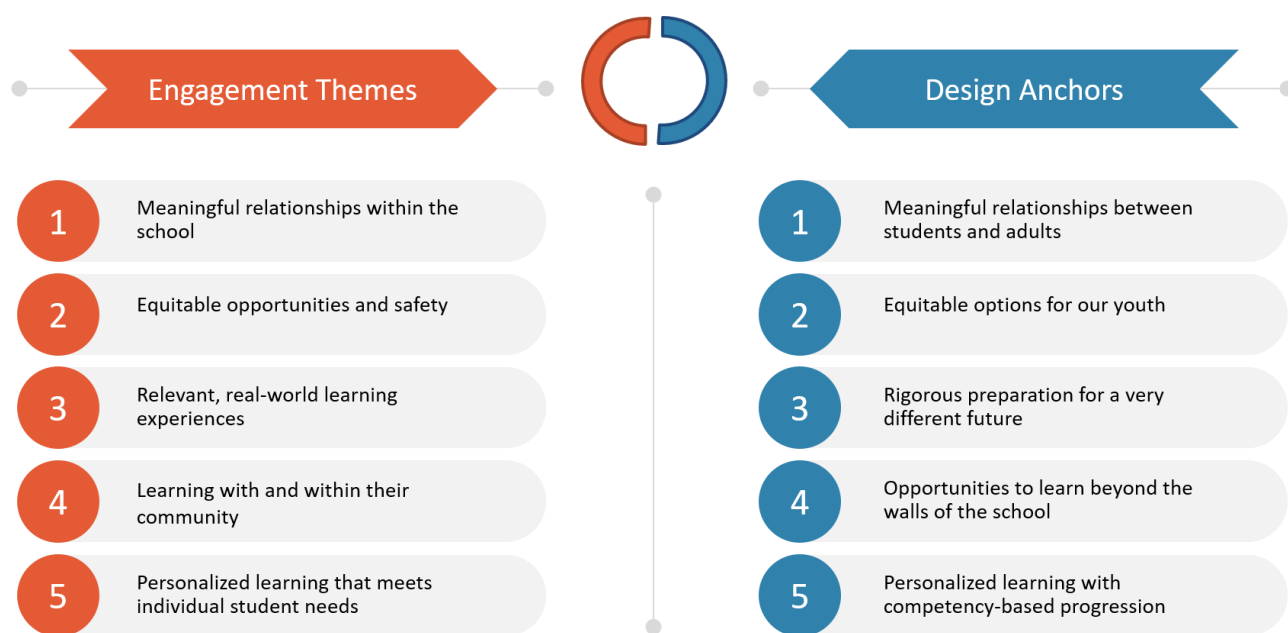
documents serve two complementary purposes: the graduate profile serves as a north star, while the design anchors demand discipline and add coherence to the design process.

Tulsa Beyond Design Anchors

Tulsa Beyond has five design anchors. Design anchors are the non-negotiable elements that all Tulsa Beyond school models must address. The design anchors describe *what* the model must accomplish, but they do not describe *how* the model will achieve their goals. Every school in the Tulsa Beyond project developed a model that addresses each anchor. As a result, each of our four Tulsa Beyond schools is bound together in a common purpose, but will achieve their goals using very different models.

The five design anchors come from the five major stakeholder engagement theme described on page 3. By integrating the most powerful engagement themes from engagement in the design process, we incorporate and elevate the expectations and needs of our community. The relationship between the five themes from engagement and their conversion into design anchors is summarized in Figure 1 below.

Figure 1: Engagement Themes and Design Anchors



Tulsa Beyond Graduate Profile

In the last five years, graduate profiles have been gaining popularity throughout the nation because they fill a critical gap in defining the purpose and goals of high school. A graduate

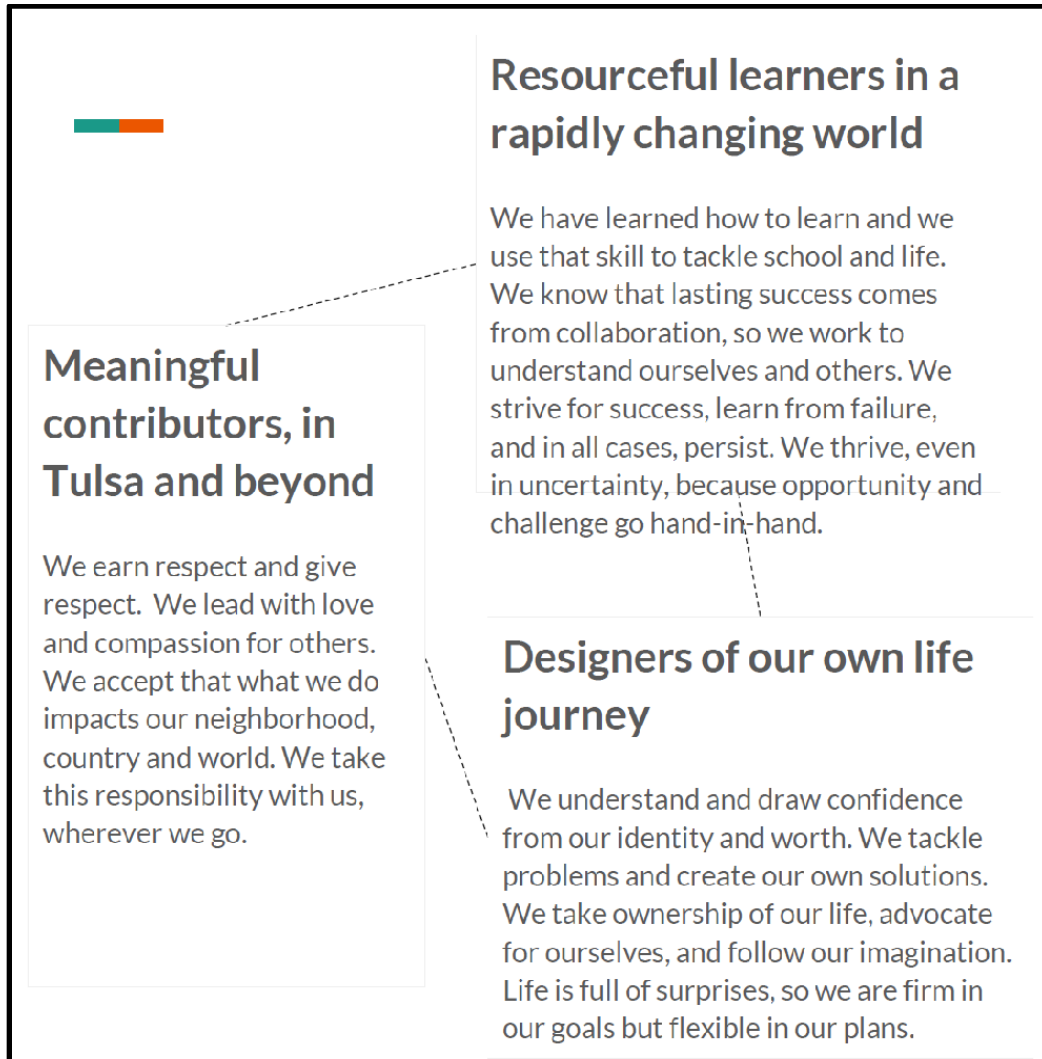
profile defines what graduates of a school (or system of schools) know and can do. They are different than school mission statements because graduate profiles don't describe the broad goals of the school; they describe the characteristics, skills, and learned mindset of graduates. A graduate profile differs from a program of study or set of graduation requirements because it communicates a clear vision for the top priority goals for teaching and learning in a school. Graduate profiles should be collaboratively built with input from key stakeholders and often will include more than academic content expectations.

Like our design anchors, Tulsa Beyond's graduate profile was drawn directly from the results of our engagement, and specifically from focus groups and community visioning sessions. During these sessions, stakeholders discussed the mismatch between students need and what they are learning in the typical high school experience. After these community vision sessions, we began crafting a graduate profile for Tulsa Beyond. To develop our graduate profile, we reviewed over 40 graduate profiles from across the country. Based on this review, we developed six test criteria for the Tulsa Beyond graduate profile.

1. Does it reflect the voices of our stakeholders?
2. Is it free of jargon?
3. Does it take a galvanizing and inspiring position?
4. Does it describe the student (rather than a laundry list of skills)?
5. Does it capture our city and (especially) our youth?
6. Does it balance the past, present, and future?

The Tulsa Beyond graduate profile was reviewed, revised and improved through almost a dozen stakeholder feedback sessions. In each session, our audience tested the graduate profile against the six criteria. The final revision came after extended School Board engagement in July 2018. Tulsa Beyond's graduate profile is presented in Figure 2, below.

Figure 2: Tulsa Beyond Graduate Profile



Section 2: Empowered Schools Application Preparation

In August of 2019, three high schools will open new school models with the goal of scaling over four years, ultimately delivering a dramatically different high school experience for all enrolled students. To achieve that goal, we built and implemented a robust school design and planning process organized through six phases, all of which are focused on making powerful and responsible use of the Empowered Schools Act status.

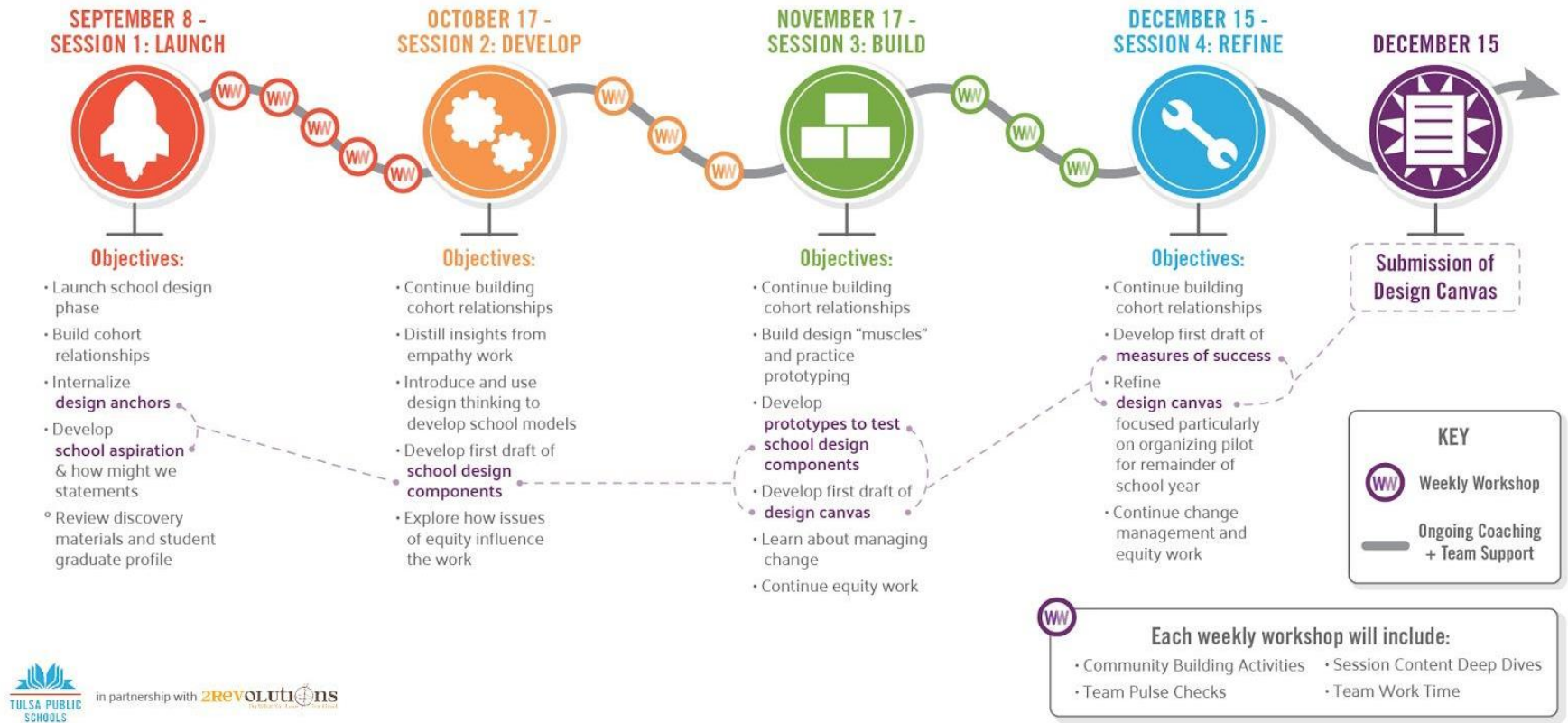
The six stages include:

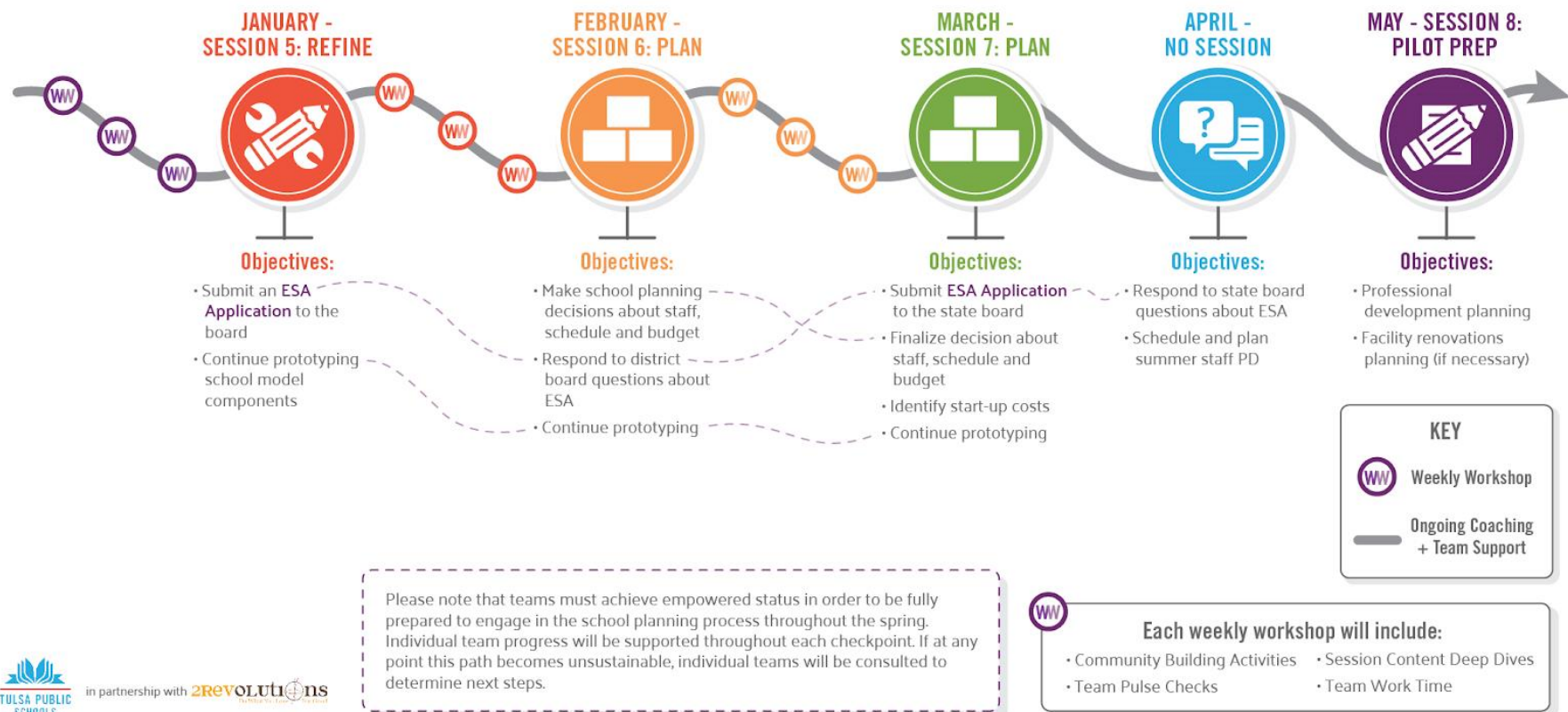
- (1) **Launch** design teams;
- (2) **Develop** an initial school aspiration;

- (3) **Build** a vision and design components;
- (4) **Refine** the components and the school model;
- (5) **Plan** the operational details; and
- (6) **Preparation for the opening** of a new school model in the 2019-2020 school year.

Figure 3 on the following pages provides additional detail on the first five of the six phases. This application addresses each of these phases which, taken as a whole, comprise our vision, plan, and Empowered Schools Act application rationale.

Figure 3: Tulsa Beyond Design Process





Phase 1: Launch



Phase I started with an invitation to every high school to join the year-long Tulsa Beyond project. We organized high-touch recruitment with every high school, usually including several meetings with our high school principals. The one-to-one meetings shared information about the project and assessed leader interest. We emphasized the voluntary nature of this project. The decision to participate in Tulsa Beyond is strictly voluntary, and the first decision rights sit with the high school principal. This design was intentional: we do not believe that a transformative design project can be successful if schools or school leaders feel coerced or pressured into participation.

To further understand and address school leader concerns, we also hosted feedback sessions with middle and high school administrators. During these feedback sessions we collected their early input on the project design and purpose, focusing on two questions:

- (1) What needs to be true for Tulsa Beyond to be successful?
- (2) Based on your experience, what might make Tulsa Beyond fail?

From these sessions, we learned a few important lessons that were incorporated in our design. First, leaders are exhausted by “the next thing” history of school district-led change. Too often, leaders are asked to start transformative work that is summarily discontinued within a few years. Second, leaders emphasized that our educators cannot be asked to do more without time, support and fair compensation. The additional work associated with design and leading new school models is substantial and it needs to be well-supported. Third, nearly all leaders had stories about times that they took a chance to innovate and that effort was not rewarded. In some cases, leaders felt that their courage to initiate change was intentionally thwarted or simply allowed to fail at the hands of the bureaucracy. We used their feedback to identify and resolve risks preemptively.

Casting School-Level Design Teams

Leaders from four schools volunteered for Tulsa Beyond: Webster High School, Hale High School, Tulsa Learning Academy, and McLain High School. We worked with each of these schools to cast 10-12 person design teams. Because these design teams are the engine of the process, we invested in recruitment and casting design of teams that prioritized the following characteristics:

- (1) Majority-share educators,
- (2) Included parents, students, and community members,
- (3) Represented the demographics of the students, and
- (4) Represented a wide range of experiences (generational, racial/ethnic, educational background, professional, immigrant and native language status, sexual orientation, etc.)

By July, we confirmed all design team members. See Attachment C for demographics on the design teams.

In August of 2018, we formally kicked off Tulsa Beyond with a launch party. You can find media coverage of the launch in this [article](#), this [editorial](#), this [news story](#), and this [video](#). The formal launch of Tulsa Beyond introduced an intensive, nine-month human-centered design process.

In the first few months of the design process, each design team completed hundreds of hours of collective empathy and research work.

Empathy interviews: All teams completed over 20 empathy interviews with students. The findings of these interviews formed the basis of their school model and are regularly revisited to ensure that their school model remains true to the fundamental needs of their students.

National research and reading: All teams completed between 10 and 20 hours of learning modules focused on topics such as adolescent brain science, personalized learning, privilege and bias, and the future of work. These topics are central to the design process and the efforts to develop a new school model that is both visionary and fundamentally grounded in research.

Community feedback and school performance data: Design teams reviewed school performance data, including four-year transcripts, academic outcome, school climate data, enrollment data, and projections on changing demographics. Teams read and discussed school-specific reports that included the voice and perspective of students, teachers, and community members from their geographic boundary area. Attachment B is an example of the school-specific report. Read this [article](#) for insight into the broader public conversation these reports stimulated.

School Aspiration Statements

During the launch phase, design teams began to convert their increasingly rich understanding of their school and community into a vision for a new school model. The first step was developing a school aspiration statement. The school aspiration statements were revised several times between November 2018 and February 2019. More revisions are expected through the spring. Each school's current aspiration is included below.

Daniel Webster High School Aspiration Statement

Webster is an inclusive community of learners and leaders who value student voice and choice as evidenced by offering personalized pacing, on and off-site interest-based learning, and genuine staff-student relationships anchored in commonality. We offer relevant, innovative experiential learning opportunities that prepare life-long problem solvers for an ever-changing world. Our school is guided by love, equity, equality, and a belief in "progress over perfection."

Nathan Hale High School Aspiration Statement

Nathan Hale will courageously empower students to explore their passions through individualized educational opportunities supported by meaningful relationships. We implement strategies that involve working outside the school walls and at all times, guide our students to develop self-advocacy and self-reliance. Preparing our students for a world that changes at lightning speed, we embrace the values of adaptability, critical thinking, collaboration, and innovation.

Tulsa Learning Academy Aspiration Statement

Tulsa Learning Academy is guided by relationships and individual paths to success extending beyond the walls of school. Students will learn to use their voice to be empowered agents of their own future in order to create a world that is equitable, diverse, and prosperous.

Phase Two: Develop



After developing a school aspiration statement, each design team began identifying the most important components of their emerging school model. Components, smaller than the model itself, but larger than discrete programs,

structure and define the school model. Selecting and defining model components was one of the most important and most difficult steps in the design process. Design teams selected components based largely on what they learned from their research and empathy interviews.

At the beginning of component definition work, design teams answered four questions about each potential component. Figure 4 and Attachment D provide examples of early-stage component definition efforts.

Figure 4: Sample Component Definition from Phase Two

Component Name	Real-world social impact (learning beyond the walls)
What did you learn that makes you believe <i>your</i> students will value this component?	Students want learning experiences to be more relevant to life after high school. Many students at TLA desire flexible scheduling and desire learning “life-skills.”
What is your aspiration/goal for this component?	Students will be able to apply what they have learned in ways other than standard assessments. They will demonstrate the ability to connect with adults other than educators and create relationships. Students will be exposed to experiences they might not have had the opportunity to have in a traditional setting.
List some new behaviors you will observe in yourself and others.	Staff members will be flexible in mindset and will become learners alongside their students. Students will be more excited about learning. Teachers will be coaches to learning. There will be shared power among students, teachers, and staff.
What are some equity practices that will help you get there?	Students will have voice and choice in projects. Staff will have an equity filter as they expose students to potential projects.

Phase Three: Build



During the late fall, design teams continued to refine their components and began to build out each component in greater operational detail. Part of this work involved designing and running quick tests (called prototypes) to explore the teams’ ideas in application. By running small, fast prototypes, the design teams are able to test their ideas early. Early testing provides early learning, and early learning helps avoid later, larger problems in their model. See Attachment E for an example a prototype planning sheet.

The Empowered Schools Act application is a result of a rigorous design process that included fall and winter site visits. Most of the 48 design team members participated in site visits to Washington DC, Memphis, Pasadena, Bentonville, and Nashville. During these visits, teams

spent time in high schools running a dramatically different model. They were able to talk to students, meet with teachers, and debrief their visit with school administrators.

During phase three, design teams began intensive work on their school design canvases. These canvases are the working documents used to track and store emerging school model goals and decisions. The design canvases are living documents and will extend through the end of the planning process.

Phase Four: Refine



In the late winter, all design teams completed a self-assessment. This self-assessment focused on the quality of the school aspiration statement and the level of clarity and detail for each of their school model components. Attachment F provides an example overview of the self-assessment results.

School design doesn't expect (or even encourage) school teams to develop everything from scratch. Rather, we encourage school teams to simultaneously develop their own ideas and find inspiration from others. To broaden our design teams' exposure to break-through ideas from throughout the country, we developed a school "exemplar library." The exemplar library includes approximately 20 schools from throughout the country that approach or meet the following criteria:

- (1) An established school with proven results;
- (2) A high school that serves students with demographics similar to Tulsa; and
- (3) Includes at least one powerful "break-through characteristic worth of attention.

Each team's exemplar library was designed to address their school aspiration statement. The library also provided the opportunity for design teams to connect directly with other schools with documentation, practical knowledge, and experience implementing similar ideas. Attachment G provides a sample of the exemplar library.

Phase Four also included significant staff outreach, largely focused on preparing for the secret ballot vote required under the Empowered Schools Act. Staff outreach and engagement activities included presentations at full faculty and staff meetings, feedback sessions held during collaborative, professional learning time, departmental meetings, and hosting design team office hours.

Please see pages 44-48 and Attachment K for more information about this engagement and the voting process.

Phase Five: Plan



Schools are currently in the planning phase. Planning involves further refining the components and integrating those components into a coherent, operationally sound model. We are dedicating this time to deep planning across every major domain of school operations, with an emphasis on:

- (1) The role of educators and staff
- (2) The role of time and schedules,
- (3) Curriculum, instruction, and assessment,
- (4) Technology and facility needs, and
- (5) Professional development.

The design teams have been working through detailed planning templates that map out their philosophical, programmatic, and resource strategies. Designing a dramatically different high school has far-ranging implications for both the school and the district. The Tulsa Beyond schools started school budgeting and planning several months earlier than the historical practice. This early start will give district and building staff an opportunity to discuss and resolve barriers. The Tulsa Beyond schools should have a staffing plan, budget, master schedule, and curricular and instructional plans completed by March 30, 2019.

At the same time that the design teams work on the operational details about their model, the district has been organizing to support the needs of the new model. This has involved detailed planning meetings with the district teams that will need to understand and support the pedagogical, technical, operational, and philosophical dimensions of the new school models.

The planning process is not limited to school operations. Just as important is an intentional plan around teacher and student experience. To intentionally develop the experience of our users, we trained design teams in *user experience mapping*. Teams are completing “a day in the life” and “a year in the life” user experience maps for teachers and students. These maps will help ensure that tactical and practical issues related to school design or operation do not overwhelm the more important issues of the feelings, behaviors, and experiences of everyone in the new school model. See Attachment H for a sample of the user experience map template.

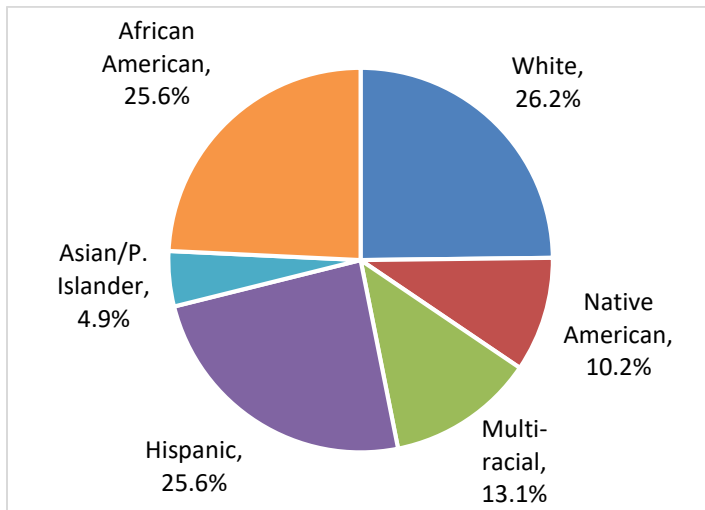
As schools have moved through the planning process, they've become increasingly capable of articulating their school model in both purpose and detail. Although the design process started with school aspiration statements, those statements are insufficient to articulate a full vision. From the aspiration statement, design teams developed clear components, each of which has a unique and powerful purpose. After the components were designed, the teams began the work of component integration. Component integration work focuses on practical issues, such as how – through schedules, training or resourcing – the components interact. It also focuses on philosophical issues, requiring a regular review of the question, “Does this collection of components achieve our vision?”

The following pages provide a high-level overview of each school model. Attachment L provides additional detail about the ways that the components interact and integrate to create a coherent whole.

Daniel Webster High School

Model: Personalized learning with expeditions to deepen students' understanding of context and content; students will be grouped in smaller, relationship-focused learning communities; as student mature and develop skills, they'll earn greater independence

Enrollment: 450 students



93%

Socioeconomically
Disadvantaged

29%

Special
Education

11%

English Language
Learners

STUDENT NEED

Webster students are asking for authentic relationships: Students need adults to know who they are and how they feel. They want adults to coach them through the challenges that matter most.

Balancing School and Life: They aren't always sleeping enough or eating well, so school had to address their basic and deeper needs. Webster students are asking for help in learning to balance the many demands of life.

Real World Learning: Students are asking for school to prepare them to transition into adult life. (e.g., financial planning, taxes, legal responsibilities life skills, etc.)

Post-secondary transition support: Students worry about what will happen to them after graduation. Students want teachers to help setting college and career goals and developing a plan to make their dreams come true. They know they have gaps in that will limit their opportunity and want help to fill them.

SCHOOL ASPIRATION

Webster is an inclusive community of learners and leaders who value student voice and choice as evidenced by offering personalized pacing, on and off-site interest-based learning and genuine staff-student relationships anchored in commonality. We offer relevant, innovative experiential learning opportunities that prepare life-long problem solvers for an ever-changing world. Our school is guided by love, equity, equality and a belief in "progress over perfection."

KEY DESIGN COMPONENTS

FIRST YEAR IMPLEMENTATION

- Small learning communities through houses
- Learning expeditions outside the school
- Personalized Learning

LATER IMPLEMENTATION

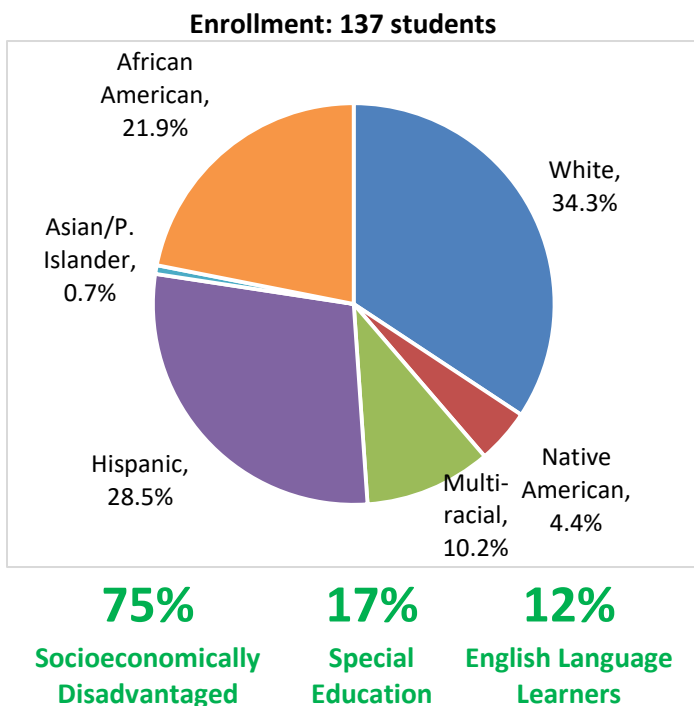
- Competency-based learning
- Flexible schedules
- Work-based Learning

STRATEGIES

- Freshman will be divided into smaller learning communities according to common and shared interests. Students will have the opportunity to help craft the identity of their "house" through uniform design, rituals, and norms.
- The freshman schedule balances core content instructional time and relationship-building. Learning blocks will be flexible, and through the year, students will be able to exercise increasing independence about how to use their time.
- Teachers in the model will share ~ 3 hours of collaborative time per week.
- Students will engage in regular cycles of goal-setting and reflection and will check in with adults to discuss their progress.

Tulsa Learning Academy

Model: Project-based, flexible learning for at-risk students



STUDENT NEED

TLA is a small alternative high school that has historically served as the landing spot for at-risk students. TLA students have a variety of needs. 47% of students are over-age and under-credit. Many students choose to enroll at TLA because life circumstances require scheduling flexibility.

Their current model offers students an abbreviated four-hour school day with a flexible schedule enabled through blended instruction. The blended model with a component has been successful in graduating at-risk students but has done little to develop students into lifelong learners.

TLA students have often have had negative experiences with traditional schooling. TLA often attracts students because of its flexible model, small size, and abbreviated day.

SCHOOL ASPIRATION

Tulsa Learning Academy is guided by relationships and individual paths to success extending beyond the walls of school. Students will learn to use their voice to be empowered agents of their own future in order to create a world that is equitable, diverse, and prosperous.

DESIGN SUMMARY

The first year of implementation contains three primary elements: (1) developing meaningful relationships between youth and adults, (2) collaborating with community organizations to develop a student project pool and (3) training all adults in pedagogical tools and methods informed by brain science and youth trauma.

The first cohort of students will include the ninth grade, and the model will scale vertically in a “follow the student” model until it includes all high school grade levels. Subsequent years will continue working in these three initial areas, and add the additional areas of personalization, career exploration, and job placement.

KEY DESIGN COMPONENTS

FIRST YEAR IMPLEMENTATION

- Meaningful youth/adult relationships
- Flexible scheduling options
- Relevant project-based learning
- Pedagogy informed by brain science

LATER IMPLEMENTATION

- Rigorous, personalized core content
- Career exploration and job placement

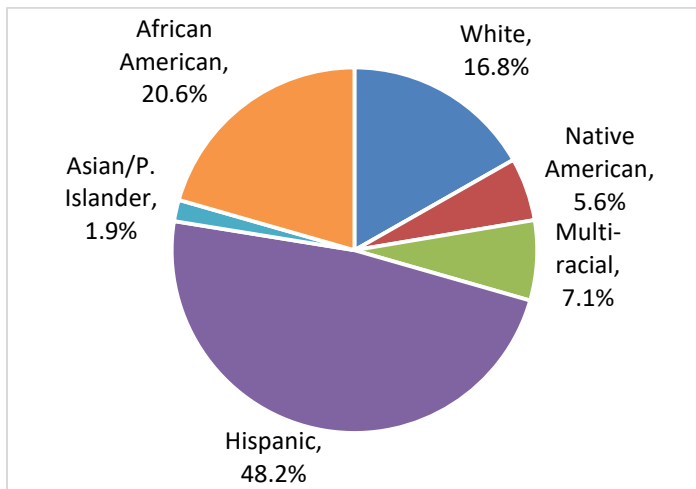
STRATEGIES

- Reshaping youth/adult interactions to develop a culture of equity, safety, and high expectations
- Providing anywhere/anytime learning for all core content areas
- Developing community partnerships to co-create relevant, hands-on project learning opportunities
- Training all staff in pedagogical tools and methods informed by brain science
- Developing partnerships with career exploration and job placement services

Nathan Hale High School

Model: Personalized learning and flexible scheduling for students

Enrollment: 967 students



80%

Socioeconomically
Disadvantaged

27%

Special
Education

25%

English
Language
Learners

Nathan Hale is a comprehensive high school that has a diverse student body. Hale is centrally located and a community hub. The culinary arts program is a point of pride for the Hale Rangers. There are significant untapped resources in the Hale community. Hale's new model is designed to connect students with the assets and opportunities within the community and alumni. Hale's innovations are designed to provide students with the flexibility to learn outside of the school, have choice in their personalized learning pathway and extra support from dedicated mentors within the school and community.

STUDENT NEED

Hale enrolls students mainly through the junior high feeder school. 23% of students are over-age and under-credit. Although a majority of freshmen want to attend college, only 30% of graduates do so. The vast majority require remediation. Almost half of Hale students are chronically absent (48.3%). Hale students have expressed a need for deep, meaningful relationships with adults, and a desire to have valuable learning experiences in the community and city.

SCHOOL ASPIRATION

Nathan Hale will courageously empower students to explore their passions through individualized educational opportunities supported by meaningful relationships. We implement strategies that involve working outside the school walls and at all times, guide our students to develop self-advocacy and self-reliance. Preparing our students for a world that changes at lightning speed, we embrace the values of adaptability, critical thinking, collaboration, and innovation.

DESIGN SUMMARY

The first year of implementation contains three primary areas: (1) developing meaningful relationships between youth and adults through mentorships, (2) personalized learning and pacing for students (3) flexible scheduling that values learning outside the school.

The first cohort of students will include 9th, 10th, and 11th graders to create a "school within a school" model.

KEY DESIGN COMPONENTS

FIRST YEAR IMPLEMENTATION

- Meaningful youth/adult relationships
- Flexible scheduling options
- Personalized Learning

LATER IMPLEMENTATION

- Project-based Learning
- Career Internships
- Work-based Learning

STRATEGIES

- Investing in youth/adult relationships to develop a culture that supports student growth
- Providing personalized learning and pacing for students through a flexible schedule
- Training all staff in pedagogical tools and methods informed by brain science
- Developing partnerships with community businesses and non-profit organizations to support learning outside the school walls

Phase Six: Preparation to Open



Schools have not yet entered phase six, which focuses on opening readiness and final preparation. During this phase, schools will be engaging in activities such as:

- (1) Outreach and orientation for students and families,
- (2) Staff selection, hiring, and professional development;
- (3) Building preparation and material orders;
- (4) Defining the ritual, routines, and expectations associated with their new school model and culture;
- (5) Preparing for the introduction of new curriculum and instructional materials;
- (6) Planning and developing the structures necessary for expanded collaborative time; and
- (7) Preparing the data collection processes necessary to review and improve the school model at least three times during the school year.

Section 3: Tulsa Beyond Zone Mission





Mission

Tulsa Public Schools will design a system of high schools that prepare and inspire youth for the economic, cultural and environmental realities of a radically different and rapidly-changing future.

Section 4: Core Innovations

In pursuit of this goal, each of the three schools applying through this application has a unique school model. However, several common innovations undergird this application. Figure 5 on the following page provides an overview of our core zone-wide innovations and their purpose within the Tulsa Beyond Schools.

Figure 5: Core Innovations within the Tulsa Beyond Empowered Schools Zone

	Rationale	Innovation Elements	Zone-Level Examples
 Greater student choice of what, where, when and how fast they learn	Giving students greater (managed) control over their learning can address low levels of engagement	<ul style="list-style-type: none"> ▪ Students move at own pace ▪ Students can choose content of interest ▪ Learning outside the walls of the school 	<ul style="list-style-type: none"> ▪ Flexible scheduling ▪ More relevant courses ▪ Personalized learning platforms ▪ Expeditions, internships, etc
 A focus on 21st century skills	The economy & world are changing quickly and without 21 st century skills, our students will be left behind	<ul style="list-style-type: none"> ▪ Prioritizing 21st century skill development ▪ Real-world application opportunities 	<ul style="list-style-type: none"> ▪ Dedicated time and curriculum to skill development ▪ Grading and transcripts of 21st century skills ▪ Development of competencies
 Prioritizing relationships	Science, student feedback and long-term research all indicate that relationships are at the core of learning.	<ul style="list-style-type: none"> ▪ Prioritizing relationships at the level of academics ▪ Investing in social-emotional learning for youth and adults ▪ Positive youth development 	<ul style="list-style-type: none"> ▪ Dedicated time for relationship development ▪ Division of schools into smaller, stable learning communities
 Application of brain and learning science	Brain and learning science is providing education with powerful and actionable insight with implications for teaching, learning, and design	<ul style="list-style-type: none"> ▪ Introducing competency based models ▪ Defining cross-cutting cognitive skills that transcend disciplines 	<ul style="list-style-type: none"> ▪ PD on trauma/brain science ▪ Curriculum mapped to cross-disciplinary skills ▪ Direct instruction in critical skill areas

Zone Innovation One: Greater Student Choice in Their Learning

Research Basis

Research on personalization supports multiple anchors in the design project: equitable options, competency-based progression, and preparation for a very different future. Personalization supports equity because within it, educators respond to students individually with supports for their own pace and interests¹. Personalization allows educators to move away from averages and teaching to the middle and toward addresses gaps and strengths and mastery. This helps support and monitor growth. Research shows that personalization makes grading more transparent and allows for more focused, actionable feedback to students². Some experts suggest that personalization can release students from the old paradigm of ‘being on grade level,’ and allows students to move outside age-driven grouping.³ Research conducted by the Rand Corporation⁴ found that some schools implementing personalized learning pathways for at least two years outperformed their peers on the MAP math and reading.

On a local level, analysis of student transcripts found that a substantial number of students in the Tulsa Beyond were regularly falling behind the graduation timeline, in some cases taking sequential courses all in the same semester in an attempt to earn credits. When forced to learn at a pre-established pace, students can miss the opportunity to master academic standards fully, leading to gaps in their educational foundation. Alternatively, students who could progress more quickly are limited in their ability to learn to their full potential. Tulsa Beyond schools will layer student personalized learning with mastery-based progression.

Stakeholder Input

Students are asking for a more personalized school experience with greater student choice amongst more relevant content. Students want an environment that allows more flexibility and choice within the day and the curriculum. Students expressed a desire for more hands-on learning and for lessons to be delivered in different ways (“feel it, touch it, hear it, read it”). Students are pushing beyond the “one-size-fits-all” approach to education and looking for ways to have their individual needs met and interests cultivated. Students don’t believe that learning should be delivered one way, and they want educators to know that they are not all the same.

¹ Why Equity? National Equity Project. Retrieved from <http://nationalequityproject.org/about/equity>.

² Retrieved from <https://www.inacol.org/wp-content/uploads/2018/03/CompetencyWorks-DesigningForEquity.pdf>

³ Rudenstine, A., Schaef, S, Bacallao, D., and Hakani, S., Meeting Students Where They Are, 2018.

⁴ Pane, J; et al, Continued Progress: Promising Evidence on Personalized Learning, Rand Corporation. Nov 2015. <http://k12education.gatesfoundation.org/download/?Num=2342&filename=Gates-ContinuedProgress-Nov13.pdf>

This idea extends beyond simply student choice and speaks to the need for personalizing all aspects of the school experience.

Many teachers expressed frustration with the fact that schools today are doing the same things they did many years ago. Many Tulsa educators want to provide a different learning environment for students. Educators expressed concern that the current education model focuses heavily (yet too often, fails to deliver) on academic preparation with the single goal of four-year college programs. Teachers see too many students promoted to the next grade (and ultimately graduating), without the skills and knowledge they need for success. They often said that we are “failing our students” and that we have a system that allows kids to “fall through the cracks.”

Additional Notes on Personalized Learning

While there is compelling evidence that personalized learning approaches can yield higher academic outcomes and student engagement, there is an important caveat. Technology cannot replace the role of the teacher and device-dominated learning environments are unlikely to produce the experience or results we seek for our students. Tulsa Beyond prioritizes relationships. We believe that personalized learning can only be successful when it travels alongside high-quality, continuous face-to-face instruction.

Zone Innovation Two: A Focus on 21st Century Skills

Research Basis

Research in and outside education is reaching an increasingly unanimous conclusion: the skills necessary to succeed after high school are changing, and those changes are driven by global economic trends. The current and future economic shifts require young people to work together in groups in ways that were rare a generation ago⁵. New technology and team-based work abound in big global companies such as Google and Microsoft⁶. Teaching students to collaborate and communicate may be the key to their future success. As more organizations move to team-based work, and as more students have to collaborate in teams as part of their work, providing opportunities for meaningful collaboration and feedback is important to develop these skills. When speaking about skills, knowledge, and attributes of his employees, Mike Summers of Dell said, “We are routinely surprised at the difficulty some young people

⁵ Bitter, Catherine and Loney, Emily. “Deeper Learning: Improving Student Outcomes for College, Career, and Civic Life.” AIR: American Institutes for Research. August 10, 2015.

⁶ Retrieved from <https://www.gettingsmart.com/wp-content/uploads/2016/08/Preparing-Students-for-a-ProjectBasedWorld-FINAL.pdf>

have in communicating: verbal skills, written skills, presentation skills. They have difficulty being clear and concise; it's hard for them to create focus, energy, and passion around the points they want to make”⁷. Educational researcher Jack Wagner interviewed hundreds of business, nonprofit, philanthropic, and education leaders in his study, and identified seven survival skills that 21st century students need to succeed as workers and citizens: critical thinking and problem-solving; collaboration and leadership; ability and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information; and curiosity and imagination⁸. According to Georgetown University’s *Center on Education and the Workforce*, over 95 percent of jobs created during the recovery after the 2008-2010 recession have gone to workers with at least some college education, while those with a high school diploma or less are often left behind⁹. *America’s Divided Recovery: College Haves and Have-Nots* reveals that those with at least some college education have captured 11.5 million of the 11.6 million jobs created during the recovery¹⁰. While jobs are back, they are not the same jobs lost during the recession. We have lost low-skill blue-collar and clerical jobs and added primarily higher-skill managerial and professional jobs.

The World Economic Forum conducted a survey of global employers to identify the skills most important for the present and future of human work. The results of their analysis help underscore the pace at which skill demand is changing the importance of a focus on future-oriented 21st-century skills. Table 1 below presents the results of this study.

Table 1: 2018 – 2022 Anticipated High-Value Workforce Skills¹¹

2018 Top 10 Workforce Skills	2022 Trending Skills	2022 Declining Skills
Analytical thinking & innovation	Analytical thinking & innovation	Manual dexterity, endurance, & precision
Complex problem-solving	Active learning & learning strategies	Memory, verbal, auditory, & spatial abilities
Critical thinking & analysis	Creativity, originality, & initiative	Management of financial, material resources
Active learning & learning strategies	Technology design & programming	Technology installation & maintenance

⁷ Wagner, Tony. “Rigor Redefined.” *Expecting Excellence*. Vol. 66(2). October 2008. <http://www.ascd.org/publications/educational-leadership/oct08/vol66/num02/Rigor-Redefined.aspx>

⁸ Wagner, Tony. “Rigor Redefined.” *Expecting Excellence*. Vol. 66(2). October 2008. <http://www.ascd.org/publications/educational-leadership/oct08/vol66/num02/Rigor-Redefined.aspx>

⁹ The Pew Charitable Trusts. “Pursuing the American Dream Economic: Mobility Across Generations.” *Economic Mobility Project*. July 9, 2012. <http://www.pewtrusts.org/en/research-and-analysis/reports/0001/01/01/pursuing-the-american-dream>

¹⁰ Center on Education and the Workforce. “America’s Divided Recovery: College Haves and Have-Nots.” June 30, 2016. <https://cew.georgetown.edu/cew-reports/americas-divided-recovery/>

¹¹ World Economic Forum, *Future of Jobs Report 2018*

Creativity, originality, & initiative	Critical thinking & analysis	Reading, writing, math, & active listening
Attention to detail, trustworthiness	Complex problem-solving	Management of personnel
Emotional Intelligence	Leadership & social influence	Quality control & safety awareness
Reasoning, problem-solving, & ideation	Emotional Intelligence	Coordination & time management
Leadership & social influence	Reasoning, problem-solving, & ideation	Visual, auditory, & speech abilities
Coordination & time management	Systems analysis & evaluation	Technology use, monitoring & control

The skills for the future workplace can be developed in high school, but high school is not enough. Our students will need post-secondary training to earn a family-sustaining wage. Research projects that 65% of 2020 jobs will require some form of postsecondary education. Of these jobs, just over half (35% of the total labor market) will require a Bachelor's degree or higher. Students who are not meeting college readiness standards are starting their professional life at a considerable disadvantage. Currently, only approximately 10% of juniors within the Tulsa Beyond zone are meeting college readiness benchmarks¹². Major changes are necessary to prepare these young people to bolster our economy, and the Tulsa community is well aware of the need.

Stakeholder Input

The future is at the top of our high school students' minds. They are asking us for better preparation for work and life, and a more sustained focus on the 21st century and life skills. Students want a greater variety of course offerings, including more rigorous AP classes. They'd like more and earlier opportunities for career exploration and more hands-on learning. They also highlighted the need for greater college readiness, including increased opportunities for concurrent enrollment. Intentional connections between school and work/life would help strengthen relevance for students.

Many educators share our students' concerns about their readiness for the demands of adult life, which will require them to navigate complex challenges using a diverse set of both hard and soft skills. Educators are eager to make their school's curriculum more relevant to their students' lives. Educators highlighted the need to increase internship and volunteer opportunities outside of school to help students apply their knowledge in a real-world context.

¹² As measured by the SAT scores of the 2019 cohort

Educators also believe that greater opportunities for mentorship and counseling for students will strengthen student preparation for work and life.

Nearly every stakeholder desired a high school that focused on a combination of academic and “21st-century skills” including critical thinking, problem-solving, collaboration, conflict resolution, and communication. Tulsa stakeholders believe that this combination of knowledge, skills, and dispositions are essential to success in college, career, and life.

Zone Innovation Three: Prioritizing Relationships

Research Basis

Education expert, Robert Marzano, studied the practices of effective teachers and determined that an effective teacher-student relationship may be the key factor that allows the other aspects of instruction to work well¹³. The relationships that teachers develop with their students has an important role in a student’s academic growth. Ample research supports the idea that learning is a process that involves cognitive and social psychological dimensions, and both processes are necessary for optimized educational outcomes. Educators, psychologists, social constructivists, and sociologists have all contributed to the growing interest in improving the quality of teachers’ interactions with children. This work is especially important in the challenging environments produced through high poverty density¹⁴.

Stakeholder Input

Relationships with teachers was one of the most powerful themes amongst students we interviewed. Many students highlighted stories about educators who have made a positive difference in their lives. The student/teacher relationship appears to be one of the most powerful indicators of positive or negative school experience. Too many students feel isolated from and misunderstood by educators. In some cases, students feel that the adults in their schools have little interest in their lives. Some students suggested that teachers do not hold high expectations of them, resulting in a corresponding lack of interest and student engagement. Many students feel that educators focus too much on “policing” policy and structure, following a strict curriculum, and lack time to build relationships and educate students.

¹³ Marzano, R. J. & Marzano, J.S. (2003). Building Classroom Relationships. *Educational Leadership*, 61:1, 6-13.

¹⁴ Gablinske, Patricia Brady, "A Case Study of Student and Teacher Relationships and the Effect on Student Learning" (2014).

Educators spoke about relationships as well, though they used different language than students. Educators expressed a deep desire to support their students' personal development through content knowledge. Many educators want to develop deeper and more meaningful relationships with students, but they feel overwhelmed by the demands of the job and the number of students for whom they are responsible. Many educators feel that state accountability is focused exclusively on graduation rates and academic measures, which makes it difficult to prioritize the time necessary to build deep student-teacher and student-student relationships.

Zone Innovation Four: Application of Brain and Learning Science

Research Basis

Early childhood and adolescence is a time of growth and is the period during which the developing brain is most open to the influences of relationships and experiences. Neural connections that comprise the structure of the developing brain are formed through an ongoing process that begins before birth and continues into adulthood. Toxic stress responses can impair neural development, with cognitive and behavioral consequences. Learning how to cope with adversity is an important part of healthy child development, and short-lived activation of a young child's stress response systems helps build adaptive responses while supportive relationships help restore the physiological foundations necessary for a child to feel safe. If buffering protection from a caring adult is not available and stress responses are extreme and long-lasting, excessive activation can have a toxic effect on developing brain architecture and other maturing biological systems¹⁵. Knowing how trauma affects brain development through early childhood and adolescence can increasingly help educators and school communities address symptomatic characteristics associated with trauma, so that students can grow emotionally, socially and academically. Children who have overcome hardships almost always have had at least one stable and responsive relationship with a parent, caregiver, or other adults who provided vital support and helped them build effective coping skills.

Stakeholder Perspective

Students spoke about trauma, stress, and discriminatory environments. Almost 40% of students of students who responded to our survey have experienced discrimination. Elitism, racism, and prejudice were specifically called out by many students. Some of the examples provided include discrimination against Hispanic/Latinx families and students, including a strong push from the school community to learn English quickly. Physical safety from violence, threats, and drugs was

¹⁵ For the full From Best Practices to Breakthrough Impacts report, visit: <http://developingchild.harvard.edu/resources/from-best-practices-to-breakthrough-impacts/>

a theme amongst students and adults. Beyond issues related to physical safety, there was also a call for increased emotional safety - the creation of a “safe space” for all students. Students want to freely express their ideas, emotions, and true identities in school. Students, teachers, and families all want a safe and caring environment. This demand coincides with emerging research about the relationship between safety, trust, and learning.

Section 5: Programs Affected

Tulsa Beyond is dedicated to designing a new and dramatically better high school experience for students and teachers. We are designing every aspect of the school day, from the moment that students arrive to the moment they leave; from the moment they enter as freshman, to the moment they walk off the stage as graduates. By definition, every program within the school will be affected. However, dramatic change does not happen overnight. Each school is opening their new school model in August 2019 with cohort equivalent to approximately ¼ of the total enrollment. With this smaller enrollment, the schools will have the opportunity to test and improve their model before scaling to additional students. This scaling strategy will also help stabilize and buffer the effects of change within both the first cohort and the broader school.

Tables 2 - 4 provide an overview of the programs affected in each school over the three-year life of this application.

Table 2: Programs Affected at Webster High School	
Program Area	Summary
Curriculum and Standards	Webster will adopt new OAS-aligned content curriculum with aligned instructional materials in ELA, Math, and Science.
Instruction	Personalized learning requires a new instructional approach that emphasizes frequent check-ins, small flexible groups, and supporting students to develop self-management skills.
Graduation requirements	Webster will teach the baccalaureate-aligned academic core. Instructional time will be dedicated to a combination of relationship development and student intervention and acceleration.
Assessment Plans	Webster will administer MAP and all required OSTP assessments. In addition, teachers will utilize informal and formal assessments embedded in the curriculum.
Daily and Yearly	Webster will maintain the state minimum instructional days and hours per year.

Schedule	However, student schedules will become increasingly flexible in the upper grades, when students will earn the privilege of pursuing a managed, flexible schedule that can accommodate personal needs and academic or post-secondary interests.
Out-of-classroom learning	Webster will incorporate “expedition days” into the freshman experience every 3-4 weeks. These expedition days will be opportunities to explore contextualized, cross-disciplinary content outside the school. In future years, Webster will leverage the formative experiences of expedition day to prepare students for greater out-of-school, credit-bearing learning opportunities.
Student learning pace	Webster will offer personalized learning with mastery-based progression. Students can move at their own pace.
Attendance	Webster will require the equivalent of the statutory minimum number of days and hours of instruction. Webster may grow into the potential for students to be considered “in attendance” on weekends and over breaks. These additional days of attendance will offset prior absences.
Staffing Plan	Webster is developing a staffing plan that prioritizes grade-level teams and a dramatic increase in collaborative time for core content teachers serving students in the new school model.
Budget	Webster’s budget cannot exceed their current local, state, and federal budget. Transitional costs such as professional development, coaching support, and one-time purchases necessary for their new school model will be covered through separate philanthropic funding.

Table 3: Programs Affected at Tulsa Learning Academy	
Program Area	Summary
Curriculum and Standards	TLA will continue to use a standards-aligned learning platform and curriculum. TLA is exploring the adoption of a project-based learning curriculum aligned to standards.
Instruction	TLA will offer a project-based learning instructional model that supplements the blended core content offerings.
Graduation requirements	TLA will continue offering a full range of course offerings to meet baccalaureate-level entrance requirements.
Assessment Plans	TLA will administer MAP and all required OSTP assessments. In addition, teachers will utilize informal and formal assessments embedded in the curriculum.

Daily and Yearly Schedule	TLA will offer the same flexible and shortened day schedule they currently use as an alternative school.
Out-of-classroom learning	TLA will offer “real-world” student projects in and outside the classroom environment. Projects will allow students to demonstrate mastery of standards through applied learning. Students will be given credit for attendance when working on out-of-classroom projects. Students will be given course credit when they demonstrate mastery of OAS during out-of-classroom projects.
Student learning pace	TLA will continue to allow students to enroll and complete coursework on an accelerated pace.
Attendance	TLA will utilize ESA flexibility to offer credit for attendance when students are working on out-of-classroom projects.
Site code	TLA will seek site code.
Staffing Plan	TLA is developing a staffing plan that prioritizes serving students in a wider-array of settings and on increasing the amount of one-on-one instruction and counseling services.
Budget	TLA’s budget cannot exceed their current local, state, and federal budget. Transitional costs such as professional development, coaching support, and one-time purchases necessary for their new school model will be covered through separate philanthropic funding.

Table 4: Programs Affected at Hale High School	
Program Area	Summary
Curriculum and Standards	Hale will use a standards-aligned blended learning platform and curriculum. Hale is exploring the adoption of a project-based learning curriculum aligned to standards that will go hand in hand with the platform-embedded projects.
Instruction	Hale will offer a blended learning instructional model.
Graduation requirements	Hale will continue offering a full range of course offerings to meet baccalaureate-level entrance requirements.
Assessment Plans	Hale will administer MAP and all required OSTP assessments. In addition, teachers will utilize informal and formal assessments embedded in the platform.
Daily and Yearly Schedule	Hale will offer a flexible schedule with extended school hours to help differentiate for the needs of all students. The blended learning platform will allow students to work outside of the school hours so they have the time

	needed to master the standards.
Out-of-classroom learning	Hale will offer “real-world” student projects inside and outside the classroom environment utilizing the blended learning platform. Work-based learning and projects will allow students to demonstrate mastery of standards through applied learning. Students will be given credit for attendance when working on out-of-classroom projects and work based learning that is mapped to OAS. Students will be given course credit when they demonstrate mastery of OAS during out-of-classroom projects.
Student learning pace	Hale will allow students to enroll and complete coursework on a personalized pace.
Attendance	Hale will utilize ESA flexibility to offer credit for attendance when students are working on out-of-classroom projects and work-based learning.
Staffing Plan	Hale’s staffing plan prioritizes serving students in a wider-array of settings and on increasing the amount of one-on-one instruction and mentoring relationships.
Budget	Hale’s budget cannot exceed their current local, state, and federal budget. Transitional costs such as professional development, coaching support, and one-time purchases necessary for their new school model will be covered through philanthropic funding.

Section 6: State and District Statutory, Regulatory and Policy Freedom

Through this application, Tulsa Public Schools seeks statutory and regulatory freedom in three broad categories: (1) high school graduation requirements, (2) the pace at which students can progress and the places and ways in which they can learn, and (3) definitions of attendance within a broader array of learning models and locations.

On January 7, 2019, we presented on our Empowered Schools Act application to the Tulsa Public Schools Board of Education. Figure 6 below is an excerpt from that presentation where we presented a clear commitment about flexibilities we were NOT seeking through this application. These commitments remain central to our Empowered Schools Zone Application.

Table 6: Commitments Related to Empowered Schools Act Flexibility Intent

Topic	What Empowered Schools Act flexibility will not allow:
Attendance	<ul style="list-style-type: none"> ▪ Students stop coming to school ▪ Students attend less than the current minimum number of hours/days ▪ Students, schools and the district are no longer accountable for attendance
Flexible graduation requirements	<ul style="list-style-type: none"> ▪ Waiving of state academic standards ▪ Waiving of state or district assessment ▪ Reducing academic expectations or rigor ▪ Eliminating the academic expectations for post-secondary admission
Limiting definitions of pace, place and proportions	<ul style="list-style-type: none"> ▪ Students do whatever they want, wherever they want ▪ Students are not taught by certified teachers ▪ Students are not under the supervision of schools

The Tulsa Beyond schools will scale their new school model over four years. The waivers below are requested only for the new school model portions of each school. In year one, these flexibilities will apply to one-quarter of the school and will scale in equal increments over four years. Table 7 below provides an overview of the freedoms we seek through this application.

**Table 7: State and District Requirements
Identified for Waiver**

School Model Area	Explanation	Relationship to Empowered Schools Status ¹⁶
Curriculum and Standards	All Tulsa Beyond Empowered Schools Zone schools will utilize OAS-aligned content curriculum with aligned instructional materials in core content areas.	The Tulsa Beyond Empowered Schools Zone requests the waiver of state and district curricular or topical-coverage requirements outside those expressed in OAS core content standards.
Mode of instruction	All Tulsa Beyond Empowered School	The Tulsa Beyond Empowered

¹⁶ In addition to the expressed waivers above, we request the simultaneous waiver of the underlying, prior, integrated and/or incorporated provisions/requirements that accompany the waivers, whether expressed or implied.

	Zone schools will use a variety of models to deliver rich and rigorous academic content. Models will include traditional classroom, field and internship-based learning, online and blended learning, and dual/concurrent enrollment.	Schools Zone requests a waiver of state and district: <ul style="list-style-type: none"> • limits on student access to credit-bearing, non-traditional learning options; • procedural, site and approval limits to online learning options; and • limits on internship and apprenticeship programs yielding core content credits.
Graduation requirements	The Tulsa Beyond Empowered School Zone will offer all students an OAS standards-aligned academic core that meets the minimum requirements for NCAA, Oklahoma Promise Eligibility and ICAP through 23 total course mastery requirements.	The Tulsa Beyond Empowered Schools Zone requests a waiver of state and district graduation requirements beyond an OAS standards-aligned academic core that meets the minimum requirements for NCAA, Oklahoma Promise Eligibility and ICAP through 23 total course mastery requirements.
Assessment Plans	All Tulsa Beyond Empowered School Zone schools will administer MAP and all required OSTP assessments. In addition, teachers will utilize informal and formal assessments embedded in the curriculum.	No request for state or district waiver
Daily and Yearly Schedule	Webster and Hale High Schools will maintain the state minimum instructional days and hours per year. However, student schedules will become increasingly flexible in the upper grades, when students will earn the privilege of pursuing a managed, flexible schedule that can align to their post-secondary interests.	The Tulsa Beyond Empowered School Zone requests a waiver of state and district requirements that: <ul style="list-style-type: none"> • prevent the extension of the school day in a manner consistent with the collective bargaining agreement; • require “academic instruction in a standard classroom” as the calculation method for meeting minimum instructional hours; and • require a six-period day.
Out-of-classroom	The Tulsa Beyond Empowered	The Tulsa Beyond Empowered School

learning	School Zone will incorporate out-of-school learning opportunities.	Zone requests a waiver of state and district limits on students' ability to earn credits in non-traditional settings.
Teacher certification	Tulsa Beyond Empowered School Zone schools will not make any changes to teacher certification requirements.	No request for state or district waiver
Student learning pace	Tulsa Beyond will provide personalized learning with mastery-based progression.	The Tulsa Beyond Empowered Schools Zone requests a waiver of state and district requirements that: <ul style="list-style-type: none"> • count or require seat time; • place limits or caps on the speed at which students can earn credit; and • use credits or hours as the primary method of assessing students' mastery of content and readiness to progress.
Monitoring & Implementation of Measures of Success	The Tulsa Beyond Empowered School Zone will collect and report on all data sources included in the state report card and the district school performance framework. In addition, they will engage in 3 x year model monitoring and iteration cycles.	No request for state or district waiver
Provision of Services	The Tulsa Beyond Empowered Schools Zone will adhere to all state and federal requirements for serving students with exceptional learning needs.	No request for state or district waiver
Teacher Recruitment, Training, and Professional Development	The Tulsa Beyond Empowered Schools Zone will invest in staff development at a level necessary to support model implementation.	No request for state or district waiver
Staff Compensation	The Tulsa Beyond Empowered Schools Zone seeks no modification to state requirements for teacher	No request for state or district waiver

	compensation.	
Attendance	Daniel Webster and Nathan Hale High Schools will provide the equivalent of the statutory minimum number of days and hours of instruction. As an alternative site, Tulsa Learning Academy will continue to offer a shortened and more flexible instructional day.	The Tulsa Beyond Empowered Schools Zone requests a waiver of state and district requirements to: <ul style="list-style-type: none"> • Make more flexible the process for counting and recording attendance • Broaden the definition of days that can count towards “in attendance”; and • Count attendance on weekends and over breaks, with these additional days adjusted for prior absences.
Flexibilities provided to charter schools	The Tulsa Beyond Empowered Schools Zone requests access to all statutory and regulatory flexibilities provided to charter schools and not otherwise included in this application. Tulsa Public Schools will not utilize charter flexibilities related to school governance, enrollment policies, or collective bargaining.	The Tulsa Beyond Empowered Schools Zone requests the flexibilities extended to charter schools, not to include teacher certification, school or district governance, enrollment policies or collective bargaining.
Competency-based learning	The Tulsa Beyond Empowered Schools Zone will begin introducing zone-wide competencies starting in the 2020-2021 school.	The Tulsa Beyond Empowered Schools Act Zone requests flexibility in district and state definition of (1) “sets of competencies” and (2) “unit.” The Tulsa Beyond Empowered Schools Act Zone requests flexibility from state definitions related to and oversight of competency-based instructional models and promotion systems.
Budget and Revenue	The Tulsa Beyond Empowered Schools Act Zone is working within the constraints of current local, state and federal funding.	We seek the maximum flexibility allowable under federal regulation and guidance, without any additional limits placed at the state or local levels

Additional Safeguards and Protections

These waivers form the partial landscape of Tulsa Beyond’s thoughtful approach to accepting and managing uncertainty. To design a dramatically different and better high school, we must accept some carefully scoped and managed uncertainty: of unintended consequences, model underperformance, and unexpected outcomes. However, not all uncertainty is created equal. Some uncertainty is acceptable because of its potential to yield dramatically better results. Other forms of uncertainty are unacceptable because they expose students or teachers to conditions that will jeopardize their well-being or future opportunity. See page 39 for more information about Tulsa Beyond’s uncertainty tolerance profile.

The balance of boldness has always been a top priority for Tulsa Beyond. At the earliest stage of design, we defined three “edges” for design. These edges are defined by requirements (that which designs must address), flexibilities (the current requirements that can be waived), and constraints (that which is explicitly required or prohibited.) Through these definitions, we established rigid priorities, safeguards, and protections for students and the system.

Tulsa Beyond Design Requirements, Flexibilities, and Constraints

Requirements are the elements of the school design that are mandatory. The five design anchors are the center of our design requirements. Every school model must address:

1. Equitable options for our youth;
2. Meaningful relationships between students and adults;
3. Opportunities to learn beyond the walls of the school;
4. Rigorous preparation for a very different future; and
5. Personalized learning with competency-based progression.

Flexibilities allow the new school model to diverge from the status quo. Tulsa Public Schools defined these flexibilities, some of which require the approval of the Oklahoma State Board of Education. The list of new flexibilities extended to the design schools and teams include¹⁷:

1. Modified state graduation requirements;
2. Learning experiences are not bound to the traditional school calendar or daily schedule;
3. Maximum TLE and MCREL flexibilities for the first three years of implementation;
4. The ability to adopt new curriculum, instructional tools, and learning management systems; and
5. Tailored participation in district accountability for the first three years of implementation for the scaling portions of the model.

¹⁹ Some of these flexibilities are prospective and anticipated Empowered Schools Act status.

In addition to these new flexibilities, the school design teams are encouraged to access pre-existing flexibilities, including:

1. Learning experiences for students up to the age of 21 for students;
2. Freedom from district curricular requirements, pacing, and scope and sequencing;
3. Freedom from district culture/climate initiatives and requirements; and
4. Ability to create recruitment and retention plans.

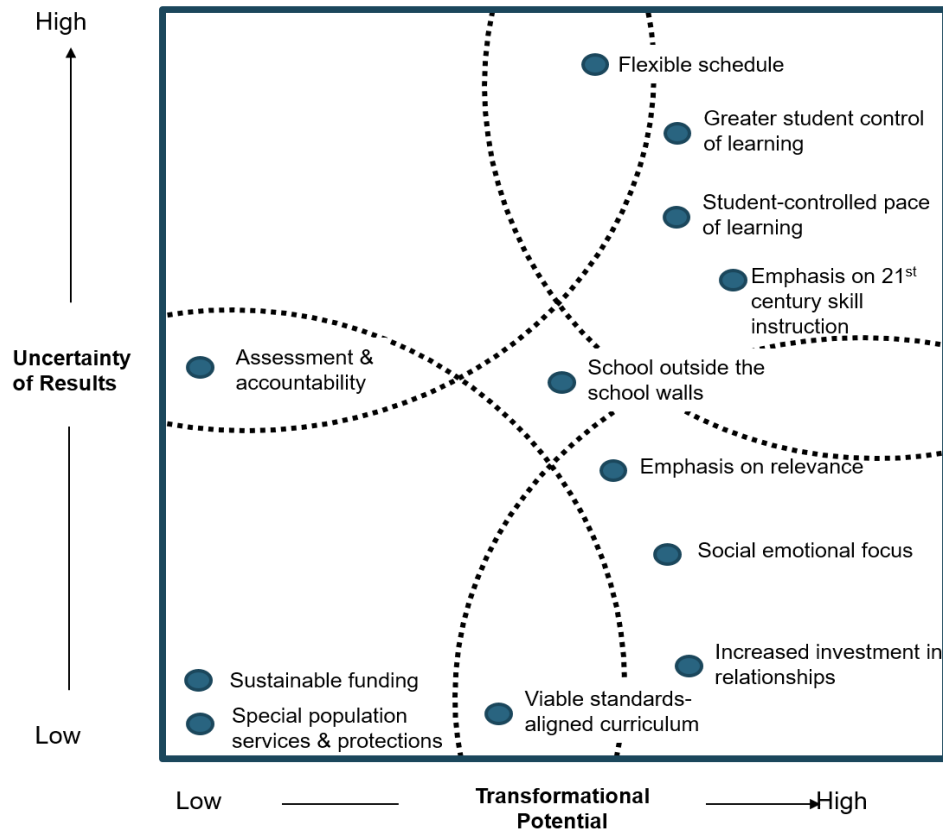
Constraints are the explicit limits on flexibility. Design constraints are important because they serve as safeguards. These constraints were designed, in part, to comply with the requirements of the Empowered Schools Act. Tulsa Beyond design constraints include:

1. Financially sustainable, scalable designs, with grant funding covering only transitional costs;
2. Alignment to OAS standards;
3. Administration of a full assessment cycle, including MAP, OSTP, and Panorama perception survey;
4. Participation in state accountability systems;
5. No introduction of academic admissions requirements as part of the new school model;
6. Required services and support for special populations in a manner compliant with state and federal requirements and national best practices; and
7. Use of the district Student Information System or a district-approved alternative.

In addition to the safeguards ensured through requirements and constraints, we have also built a standards-aligned and nationally-benchmarked set of revised graduation requirements into Tulsa Beyond. All students will have the opportunity to take the courses required to gain admission into a baccalaureate-level program and ensure their eligibility for Oklahoma Promise. It is our goal that students leave Tulsa Beyond schools with every post-secondary option available to them. To achieve this range of options, the participating schools will offer a range of traditional and non-traditional courses and help students select and persist in the coursework that makes college possible.

Finally, we have also mapped zone and school-level design components and strategies into a matrix that assesses transformative power and uncertainty. By assessing each school's design components through this matrix, we ensure a bold-but-prudent balance of research-proven and breakthrough innovations. See Figure 6 for more information about this matrix and a sample view of Tulsa Beyond school strategies mapped against the axes of transformative power and uncertainty of results.

Figure 6: Tulsa Beyond Design Matrix



The lower left corner of the matrix includes the design elements in which we are least tolerant of uncertainty. These are the aspects of any school model that needs to be tethered securely to research, best practice, and long-standing educator experience, including topics like viable, standards-aligned core curriculum, sustainable funding, and services for students with unique learning needs.

The top left corner of the matrix is empty. There is little reason to invest in change that have uncertain outcomes and, at the same time, limited transformative power.

The bottom right corner of the matrix is a heavy investment area for Tulsa Beyond. This quadrant represents school design features with low levels of uncertainty and high potential transformative power. Here, you can see a focus on relationship development, social and emotional learning, and increasing the relevance inside the school day. The design components in this corner have a strong basis in research and a large number and long tenure of national examples.

The top right corner of the matrix is our innovation zone. The design elements in this corner have the greatest breakthrough potential and transformative power. The strategies in this

corner are used throughout the country, but their evidence base is limited to a few schools, a few school networks, or a few well-researched and documented studies.

Section 7: No Waiver of Collective Bargaining

Tulsa does not request any waivers of collective bargaining through this application. In addition, any aspect of this proposal or individual school plans covered by the collective bargaining agreement must and will be negotiated. This application is not intended to supersede the collective bargaining agreement.

Section 8: Measurement, Progress Monitoring, and Improvements Anticipated

Measurement and Accountability

Exercise of the flexibilities requested in this application a thoughtful approach to measurement and progress monitoring. Tulsa Beyond high school design pushes our schools and systems to design and implement bold models while holding tight to rigorous and meaningful performance measures. We have a draft measurement framework that is grounded in three foundational documents:

- (1) Our district-wide School Performance Framework;
- (2) Our Tulsa Beyond graduate profile; and
- (3) The five Tulsa Beyond design anchors.

We organize our performance framework around key questions that address learning, equity, and culture. Over the course of the three years covered through this application, these are the areas in which expect dramatic improvement.

Culture

1. Is the school model improving youth culture?
2. Is the school model improving adult culture?
3. Is the school model improving family-school relationships?
4. Is the school model contributing to organizational learning?
5. Does the school model create adequate opportunities for ongoing innovation?

Learning and Equity

6. Is the school model improving learning?
7. Is the school model improving college readiness?
8. Is the school model closing achievement gaps for students of color?
9. Is the school model closing achievement gaps for English language learners?
10. Is the school model closing achievement gaps for special education students?

11. Is the school model closing achievement gaps for economically disadvantaged students?

We mapped the questions above to dozens of existing data sets from several different collections. However, we will roll out measurement and progress monitoring incrementally at a rate that matches Tulsa Beyond’s scaling strategy, which begins with approximately 500 students. Our measurement and monitoring system will mature along with the schools. Table 8 below describes when measures become active elements in our measurement and monitoring system.

Table 8: Scaling Timeline for Measurement and Progress Monitoring					
Accountability Questions & Data Sets	18-19 (baseline year)	19-20¹⁸ (Year 1)	20-21 (Year 2)	22-23 (Year 3)	23-24 (Year 4)
Culture measures	Baseline	X	X	X	X
Behavior measures	Baseline	X	X	X	X
Attendance measures	Baseline	X	X	X	X
Staff engagement and retention	Baseline	X	X	X	X
Academic changes in MAP	Baseline		X	X	X
AP and concurrent enrollment	Baseline			X	X
SAT results	Baseline			X	X
Post-secondary outcomes	Limited collection systems			X	X
Graduation	Baseline			X	X

For the 2019-2020 school year, we have narrowed the full set of measures to a smaller high-priority set. We anticipate improvements in the following four areas during the 2019-2020 year.

¹⁸ Two of the three schools are beginning with a ninth-grade cohort. Hale High school is beginning with cohort of equivalent proportional size that includes 9th, 10th and 11th grades.

- (1) **Student reported sense of belonging in Panorama**, because we believe that students' sense of safety and belonging are central to social, emotional, and (eventually) academic success.
- (2) **Student attendance**, because we believe that students will come to school when they are known, feel that the content is relevant, and are challenged and supported by their teachers and peers.
- (3) **Student behavior**, because we believe that by investing deeply in relationships, brain science, and trauma-informed care, we will reduce disciplinary infractions.
- (4) **Staff retention and engagement**, because we believe that high-quality learning models are also high-quality teaching experiences.

We will collect and monitor a fifth measurement area - MAP data -- because we believe that student learning is the most important outcome. National experience suggests that we are unlikely to see significant academic gains during the first year of implementation.

See Attachment I for a draft of baseline year data in the key measurement areas for the 2019-2020 year.

Section 9: Cost Savings and Efficiencies

Financial savings is not the express goal of Tulsa Beyond or this application. However, financial sustainability is central to our design process. All design teams understand their school model they design must be achievable, scalable, and sustainable on their current funding. Although financial savings is not our goal, we have worked to identify every opportunity to find savings through thoughtful resource strategies, efficiencies, and economies of scale. During the spring, each of the three schools will work with school resource experts to develop a comprehensive, school-level resource strategy that supports their new model and meets the needs of the rest of their school during the scaling period. This planning involves zero-base budgeting all federal funding and reviewing staffing plans with the goal of optimizing teacher time and availability.

In addition, we have identified several zone-wide efficiencies that will benefit all schools.

Economies of Scale: Greater Student Choice

All three of the Tulsa Beyond Empowered Schools will be implementing more personalized learning opportunities in their new model. Though the models vary, all have six characteristics in common. Table 9 below provides examples of the ways in which we plan to provide centralized support.

Table 9: Efficiencies and Support Enabled through Common Characteristics	
<i>Common Characteristic</i>	<i>Centralized Support for Schools</i>
OAS-aligned, rigorous curriculum, complete with aligned instructional materials;	Support with curriculum identification and vetting; internal coordination with content specialists
Support for data collection, analytics and student grouping from a high-quality learning management platform that allows teachers to focus on teaching	Data collection, analysis, and visualization support; development and implementation of learning cycles that allow implementation teams to review data in clear and useful forms
Program design that allows students to move at their own pace with the goal of mastery, rather than completion;	Identification and resolution of technical issues emerging from flexible pacing; addressing issues related to progress reports, athletic eligibility, and transcribing
Best practice support for English learners, students with disabilities, and all students with unique learning needs;	Review of curricular and instructional models to ensure adequacy of modifications and accommodations for special populations; coordination with specialists to review and identify best practices
Flexible student learning time, which will allow students to dedicate greater time to	Providing instructional coaching services and connecting schools to content experts;

focus on content areas in which they are struggling or need additional help	supporting teams in understanding and predicting the instructional shifts the new model will require; supporting the design of PLCs that will enable grade-level teams to collaborate and learn together
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Economies of Scale: 21st Century Skills

All Tulsa Beyond Empowered Schools are developing models that focus on a balance of academic and life skills. The district will support a multi-year process of developing and integrating competencies into their academic program. Competencies are higher-order skills that are cross-disciplinary, flexible, and aligned to the demands of the future workplace. Competencies include a short number of underlying skills that can be taught across content areas and assessed through common rubrics. The table below provides an example of a competency and its associated skills.

<i>Sample Competency: Collaborate on Teams</i>	
Sample skill mapping	Communicate effectively
	Manage challenging issues
	Mobilize a team to work effectively
	Listen actively and openly to others
	Fulfill roles and responsibilities

We will support the development of common, zone-wide competencies throughout the 2019-2020 school year. The process of developing competencies is similar to curriculum development: it requires time, patience, the support of educators, and high-quality professional development. We will be contracting with regional and national experts to support this work.

Other Economies of Scale

The Design Lab will serve as the “911 service” for Tulsa Beyond schools, addressing the technical issues that arise with personalized learning models. With over three years of experience in supporting personalizing learning, the Design Lab is prepared to address application and integration challenges, issues related to grading and transcripts, NCAA eligibility, and the everyday ups-and-downs of new school models.

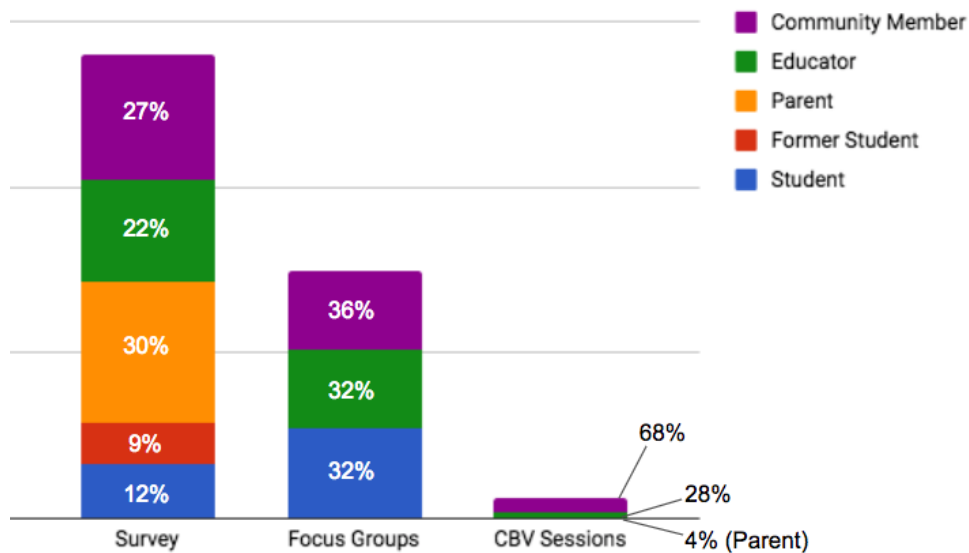
The Design Lab will work to secure and manage philanthropic funding to support the transitional needs for each school over the four years of scaling. While new school models must be sustainable on current levels of funding, the transition to a new model has one-time costs. Transitional expenses currently slated for support include curriculum and instructional supplies, technology, capacity to lead and manage, and staff development.

Section 10: Evidence of Support

Engagement and Evidence of Broad Support

Between January and June of 2018, Tulsa Public Schools completed a broad range of engagement activities that focused on reaching and learning from five key stakeholder groups: students, community members, educators, and parents. Figure 8 below summarizes the proportions reached through the survey-portion of our engagement efforts.¹⁹

Figure 8: Stakeholder Engagement, by Category



56 focus groups with students, educators, and community members: Within each high school geographic boundary area, the district hosted individual focus groups in English and Spanish. These focus groups provided an opportunity for stakeholders to reflect on the current high school experience and share their priorities and hopes for an improved model.

85 empathy interviews with high school youth: Tulsa Beyond partnered with Tulsa Tech to conduct 30-minute empathy interviews with high school students. These interviews provided us a deeper and sharper understanding of the experiences of our current high school students.

Four visioning sessions focused on the future of high school: Community based visioning sessions focused specifically on creating a vision for the future of high school in Tulsa.

¹⁹ The survey was the only instrument that asked stakeholders to affiliate with a single category. In most cases, adults engaged affiliated with more than one of the stakeholder groups.

The visioning sessions focused on naming priorities, identifying barriers and generating ideas with transformative power.

Survey of over 4,000 youth, educators, and the community about the high school experience:

A community survey was distributed throughout Tulsa in in English and Spanish. Survey questions focused on perceived quality and effectiveness of the current high school model and on priorities for the future.

Review of high school transcripts: We believe that transcripts are one the clearest documented artifacts of our students’ high school journey. To explore that journey, we reviewed high school transcripts from the most recent graduating class to identify trends related course selection, sequencing, retention, and pass/failure rates.

Our community engagement efforts spanned the city and were intentionally distributed across nearly every high school geographic feeder pattern. See Attachment J for a map of engagement activities.

Stakeholders Engagement by Category and Themes by Stakeholder

We collected and analyzed all stakeholder feedback to identify themes, with a focus on commonalities across stakeholders and differences across stakeholders. These findings form the basis of Tulsa Beyond and through that, our confidence that this application is reflective of the broad and diverse interests across Tulsa. The highlights of topical themes for each stakeholder group are summarized in the tables below. The “percent of engagement” column indicates the percentage of total engagements in which the topic was introduced by stakeholders.

Frequency of Themes Amongst Students	
Theme	Percent of Engagements
Preparation for Work/Life	100%
Relationships	91%
Student Choice	91%
School/Community Engagement	91%
Personalization	73%
Equity, Diversity & Safety	55%
Structure of School	55%

Priorities for Parents	
Theme	
Personalization	
Relevant Preparation for Work & Life	
Equity	
School/Community Engagement	
Educator Quality	

Frequency of Themes Amongst Community Members	
Theme	Percentage of Engagements
School/Community Engagement	100%
Relevant Preparation for Work & Life	100%
Student Choice	67%
Personalization	78%
Diversity & Equity	67%
Structure of School	67%

Frequency of Themes Amongst Educators	
Theme	Percent of Engagements
Personalization	85%
Relevant Preparation for Work & Life	85%
School/Community Engagement	77%
Political Context	54%
Teacher Training & Capacity	31%
Diversity & Equity	38%

Staff Outreach, Voting Process, and Results

Webster, Hale, and Tulsa Learning Academy design teams have been engaging their colleagues throughout the design process. Each team understands and believes that the long-term success of their model requires support and buy-in throughout the school. Although the Empowered School Act only requires support from instructional staff, all three Tulsa Beyond schools have gone beyond the statutory requirements. They have each engaged and sought explicit support from all faculty and staff.

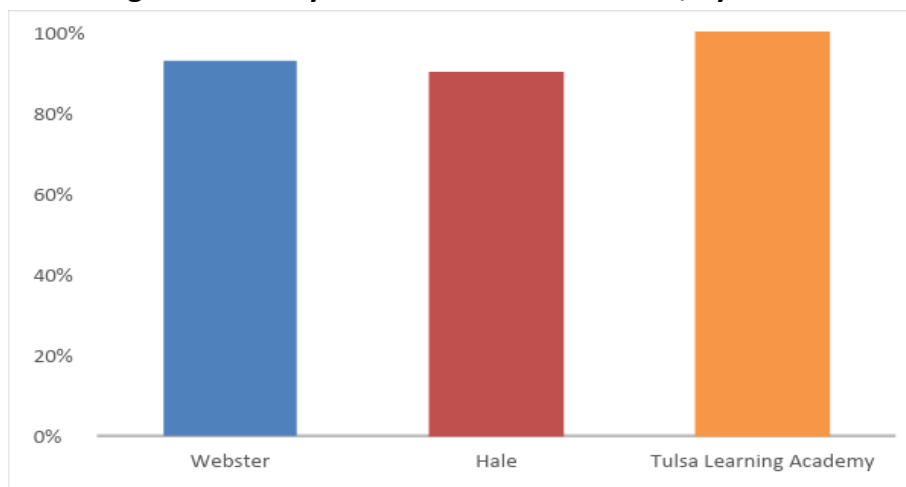
Starting in October, the design teams began sharing their emerging school aspirations and models with their colleagues. In November and December, the design teams launched high-touch engagement with their colleagues. Teams used departmental meetings, collaborative time, and professional learning community time to share the proposed components of the new school model. During these sessions, they collected staff questions and feedback. Every team used the feedback to adjust their models. For example, Webster High School presented flexible schedules as a core component of their model. This proposal led to a school-wide discussion amongst educators throughout the school about freshman readiness to responsibly exercise schedule flexibility. Through those conversations, the design team revised their model to focus on the development of core self and time management skills in freshman and sophomores, with the goal of preparing them for greater levels of schedule flexibility and independence in the upperclassman years.

In November, the school principals and the Design Lab staff presented on the Empowered Schools Act to the full school faculty. This presentation focused on the opportunities and responsibilities that the Act provides to schools. The goal of these presentations was to create a general, widely-held understanding of the Act and ensure that faculty and staff felt comfortable with the terms of the secret ballot vote. We shared a copy of the ballot and explained the voting process.

Before the December secret ballot vote, all staff received a high-level narrative of their school's emerging model. Staff had the opportunity to ask follow-up questions about the school model through office hours, drop-in sessions, and one on one conversations with design team members. We developed the secret ballot voting process in consultation with the Tulsa Classroom Teachers Association. The voting process used paper ballots distributed during all-staff meetings. After a brief introduction, faculty and staff received paper ballots, which were completed, collected, and counted. The results of the vote were announced during the faculty meeting. Staff support for the proposals ranged from 93%-100%. See Attachment K for sample

ballot and narratives that each school used as part of their secret ballot vote. Figure 9 below shows the voting pass rates.

Figure 9: Faculty and Staff Ballot Pass Rates, By School



During the winter of 2018 and early 2019, Design Lab staff regularly updated the Tulsa Board of Education on the project and our work to build this Empowered Schools Act zone application. We presented to most board committees and the full board in public session three times in six months. See this [article](#) for local coverage of our January board presentation.

Section 11: Other Areas of Consideration

The Empowered Schools Act encourages applicants and boards to consider plan completion and adequacy in areas central to school operations. The following tables present zone-wide and school-by-school detail in each of these areas. For each table, the operational area is named and defined by purpose. Each operational area is mapped back to the regulatory flexibility requested on pages 32-36.

Tulsa Beyond Zone Considerations		
School Model Area	Purpose	Flexibility Requested through Empowered Schools Status
Curriculum and Standards	All schools will adopt or maintain OAS-aligned content curriculum in ELA, Math, and Science.	
Assessment Plans	All schools will use a combination of assessment tools as part of a full assessment cycle. Formative and short-	No flexibility requested

	cycle assessments will include teacher-developed and unit-embedded assessments. MAP will be administered three times per year, yielding both status and growth results. Students will all continue to take all OSTP-required assessments.	
Monitoring & Implementation of Measures of Success	<p>LEADING MEASURES</p> <ul style="list-style-type: none"> ● YR1: Increased attendance ● YR1: Reduce chronic absenteeism ● YR1: Increased sense of belonging ● YR1: Increased school safety <p>LAGGING MEASURES</p> <ul style="list-style-type: none"> ● YR2: Improved MAP scores ● YR3: AP & concurrent enrollment ● YR3: SAT results ● YR3: Post-secondary outcomes ● YR3: Graduation rate 	No flexibility requested
Provision of Services	All Tulsa Beyond schools will adhere to all state and federal requirements for serving students with exceptional learning needs. This will include school-specific professional development and zone-wide development focused on deepening activity in each of our five design anchor areas.	No flexibility requested
Teacher Recruitment, Training, and Professional Development	All Tulsa Beyond schools are investing in staff development at a level necessary to support model implementation.	No flexibility requested
Staff Evaluation	All Tulsa Beyond Schools will be maintaining educator and administrator evaluation, but will modify the evaluation instruments to those domains that align to the new school models.	No flexibility requested
Staff Compensation	No modification beyond extra-duty contracts and negotiated hourly pay	No flexibility requested
Student Counseling, Preparation, and Support	All Tulsa Beyond schools will engage in student support and counseling services through a deep investment in	No flexibility requested.

	adult advisor relationships. All career and life planning services will be consistent with ICAP requirements.	
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Webster High School Considerations		
School Model Area	Purpose	Flexibility Requested through Empowered Schools Status
Curriculum and Standards	Webster will be adopted a new OAS-aligned content curriculum with aligned instructional materials in ELA, Math, Science, and Social Studies.	
Assessment Plans	Webster will administer MAP and all required OSTP assessments. In addition, teachers will utilize informal and formal assessments embedded in the curriculum.	No flexibility requested
Monitoring & Implementation of Measures of Success	<p>LEADING MEASURES</p> <ul style="list-style-type: none"> ● YR1: Increased attendance ● YR1: Reduce chronic absenteeism ● YR1: Increased sense of belonging <p>LAGGING MEASURES</p> <ul style="list-style-type: none"> ● YR2: Improved MAP scores ● YR3: AP & concurrent enrollment ● YR3: SAT results ● YR3: Post-secondary outcomes ● YR3: Graduation rate 	No flexibility requested
Provision of Services	Webster will adhere to all state and federal requirements for serving students with exceptional learning needs.	No flexibility requested
Teacher Recruitment, Training, and Professional Development	Webster will be investing in staff development at a level necessary to support model implementation.	No flexibility requested
Staff Compensation	No modification beyond extra-duty contracts and negotiated hourly pay	No flexibility requested
Student Counseling	Webster will engage in student support and counseling services through a deep investment in adult advisor relationships. These relationships will	No flexibility requested

	supplement the role and work of counselors. Webster will ensure that high-quality college and career counseling services in a manner consistent with ICAP.	
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Tulsa Learning Academy Considerations		
School Model Area	Purpose	Flexibility Requested through Empowered Schools Status
Curriculum and Standards	TLA will continue to use a standards-aligned blended learning platform and curriculum. TLA is exploring the adoption of a project-based learning curriculum aligned to standards	
Assessment Plans	TLA will administer MAP and all required OSTP assessments. In addition, teachers will utilize informal and formal assessments embedded in the curriculum.	No flexibility requested
Monitoring & Implementation of Measures of Success	<p>LEADING MEASURES</p> <ul style="list-style-type: none"> ● YR1: Increased attendance ● YR1: Reduce chronic absenteeism ● YR1: Increased sense of belonging <p>LAGGING MEASURES</p> <ul style="list-style-type: none"> ● YR2: Improved MAP scores ● YR3: SAT results ● YR3: Post-secondary outcomes ● YR3: Graduation rate 	No flexibility requested
Provision of Services	TLA will adhere to all state and federal requirements for serving students with exceptional learning needs.	No flexibility requested
Teacher Recruitment, Training, and Professional Development	TLA will be investing in staff development on adolescent brain science, project-based learning, and competency-based education.	No flexibility requested
Staff Compensation	No modification beyond extra-duty contracts and negotiated hourly pay	No flexibility requested
Student Counseling	TLA will engage in student support and will ensure that high-quality college and	No flexibility requested

	career counseling services in a manner consistent with ICAP.	
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Hale High School Considerations		
School Model Area	Purpose	Flexibility Requested through Empowered Schools Status
Curriculum and Standards	Hale will be adopted a new OAS-aligned content curriculum with integrated instructional materials in ELA, Math, Science, and Social Studies.	
Assessment Plans	Hale will administer MAP and all required OSTP assessments. Teachers will utilize informal and formal assessments embedded in the curriculum.	No flexibility requested
Monitoring & Implementation of Measures of Success	<p>LEADING MEASURES</p> <ul style="list-style-type: none"> ● YR1: Increased attendance ● YR1: Reduce chronic absenteeism ● YR1: Increased sense of belonging <p>LAGGING MEASURES</p> <ul style="list-style-type: none"> ● YR2: Improved MAP scores ● YR3: Concurrent enrollment ● YR3: SAT & Post-secondary outcomes ● YR3: Graduation rate 	No flexibility requested
Provision of Services	Hale will adhere to all state and federal requirements for serving students with exceptional learning needs.	No flexibility requested
Teacher Recruitment, Training, and Professional Development	Hale will be investing in staff development on brain science, project-based learning, and competency-based education.	No flexibility requested
Staff Compensation	No modification beyond extra-duty contracts and negotiated hourly pay	No flexibility requested
Student Counseling	Hale will engage in student support and will ensure that high-quality college and career counseling services in a manner consistent with ICAP. Hale will implement small group and one on one mentoring for students.	No flexibility requested

Attachment A: Partial List of Tulsa Beyond Project Partners

Partner name	Description	Role
2Revolutions, LLC	A national school design firm that has supported dozens of schools and systems throughout the country in community-led school design	Supported Tulsa Public Schools in developing and implementing the school design process
National Equity Project	The National Equity Project addresses opportunity gaps to improve learning and education outcomes for all students.	Helped craft the community engagement and design process to increase equity focus
Oklahoma Public School Resource Center	Oklahoma-based school support partner with the goal of driving transformation and increasing academic achievement within OK's public education system.	Supports the Tulsa Beyond design teams through site visits, coaching services, and local expert consultation
ReDesign, LLC	An educational partner that supports projects that reimagine what teaching and learning can be, particularly for the most vulnerable and marginalized youth in our society.	Introduced personalized learning to the design teams and provided initial support for competency-based learning plan development
Education Resource Strategies	A national non-profit that partners with district, school, and state leaders to transform how they use resources (people, time, and money) to create strategic school systems that enable every school to prepare every child for tomorrow, no matter their race or income.	Supported the design team development of prudent, efficient resource plans that maximize people, time and money in service of their school model
School by Design	School by Design helps districts see how schools are using time and people today so that they can make smart, instruction decisions tomorrow.	Supported Tulsa Public Schools in reviewing and understanding student academic journeys
Tulsa Changemakers	An asset-based and youth-driven leadership development and action program that empowers the young	Provides complementary engagement of all high school

	people of Tulsa to make meaningful change in their schools and communities.	youth around the four design anchors of Tulsa Beyond
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Attachment B Sample School-Level Report Based on Stakeholder Engagement

Dear Webster Teammate,

Thank you for joining Webster's team and through that, Tulsa Beyond. Together, our work is to make Tulsa the first city to design a system of high schools that prepare and inspire youth for the opportunities and challenges of a radically different and rapidly-changing future. Your design team -- and your role as a design team member -- is at the center of this work. You will be the people that make the most important design decisions for Webster. Your vision and design will reach beyond the expected, beyond the probable, and for the possible.

This type of visionary change starts with noticing how our perspective is informed by our unique experiences and reflecting on how our others' unique experiences have informed their perspective, so we can build empathy across difference. The Design Lab dedicated six months to learning about our city and high schools. We spent time with youth and adults in each high school boundary area. We held community visioning sessions to discuss the present and the future. We conducted a wide-ranging survey. We spent hundreds of hours meeting for coffee, sitting in church basements, and having lunch with students and educators. We did all of this for two reasons: to understand people's unique experiences with high school and to share our findings with you. This workbook presents a few of the most important themes in the voice of the Webster community. While it can't tell the full story of stakeholder perspective or speak for all stakeholders, it gives you a taste of the most prevalent insights we gathered.

The contents of this workbook -- a consolidation of hundreds of voices across the district and unique voices from your school community -- lay the foundation for your work as a designer and a design teammate. As you work through the following pages, please keep the following in mind.

Assume the responsibility of design. Designers understand that anything does exactly what it's designed to do. So when a thing doesn't do what it's intended to do, it's not the user's fault. It's our fault because it wasn't designed correctly to produce that specific outcome for that specific user. "User error" does not excuse poor design.

Be curious. Designers are relentlessly curious problem-solvers. We are curious about how the user experiences the problem and the solution. We seek to understand familiar experiences in unfamiliar ways, from the user's perspective.

Notice your perspective. Designers pay attention to the desire to insert our voice -- disagreement, additional explanation, counter-arguments -- when hearing others' perspectives. Recognize your perspective and write it down when you notice. It matters. Then set aside what you know, so you can learn what others know. That matters too.

Reflect on your defensiveness. Our perspectives are a product of our unique experiences. At points, we may think “in my experience, that’s not true.” Notice that moment and reflect on it. Strive to empathize with others’ experience so you can understand their perspective, even if you don’t agree. Empathy is the most important skill in design.

Look for opportunities in the blank spaces. Innovators are unapologetically optimistic. We know even old problems, observed from a different perspective, can inspire new ideas. While pessimists are prone to focus on the things they see, innovators look for the blank spaces between things, where nothing exists yet. That’s where the new ideas live.

Bring your full self. You may be an educator and a parent, a community member and a business owner, a student and a breadwinner. No matter your background, now you’re also a designer and an innovator. Your team and your school need the full benefit of all your experiences and perspectives. While we will sometimes ask you to set aside your perspective so you can make room for others’, we do not want you to leave it behind. You were chosen for this job because your perspective matters.

Sincerely,
Andrea Castañeda Tulsa Public Schools

“We must go beyond textbooks, go out into the bypaths and untrodden depths of the wilderness and travel and explore and tell the world the glories of our journey.”

-John Hope Franklin

How to use this book.

We collected and analyzed hundreds of pages of notes from over a thousand hours of engagement of students, educators, parents and community members. From this analysis, we identified five themes that showed up across all stakeholder groups:

1. Meaningful relationships between youth and adults
2. Relevant, real-world learning experiences
3. Personalized learning that meets individual student need
4. Equity, opportunity, and safety
5. Community and community engagement

While every group has their own language and perspective, these five prominent themes have proven to be deeply resonant and understood to be powerful factors in schools. These five themes will serve as the foundation for Webster’s design work. They will also create a common language and purpose across all Tulsa Beyond schools.

This workbook is divided into five sections, each of which presents a prominent theme that emerged from our discovery work. Each section includes two pages:

On the left page is a summary of the perspectives of students, educators, and community members and parents about each theme, and

On the right-hand page are a few interesting contrasts between stakeholders’ perspectives and -- at the bottom of the right-hand page -- two questions for you to consider and write down your thoughts.

"They think that we're dumb. But actually, we're really smart." – Webster Student

Theme #1 Meaningful relationships between youth and adults.

Student perspective

Relationships with educators are the most important aspects of students' school experience. This topic was often one of the first themes raised and generated the most animated discussion. It came up in almost every single interview and focus group. The student/teacher relationship appears to be the most powerful force in creating a positive or negative school experience. Some students highlighted stories about educators who have made a positive difference in their lives, while many others felt that educators don't care about and are not interested in them. Many students felt that teachers do not hold high expectations of them. Some students feel as though educators spend more time "policing" policies and following a strict curriculum than they do building relationships with students. Our students want teachers in classrooms and principals who listen to their concerns and express interest in their lives.

Educator perspective

Educators discussed their drive to make a difference in the lives of students. They spoke with passion about their commitment to their students, their craft, and their discipline. However, relationships between teachers and students did not emerge as a theme amongst educators. When discussing youth-adult relationships, teachers did mention the power of mentorship, suggesting that when students are understood by adult mentors, they are better able to create learning environments that suit their needs and desires.

Parent and Community perspective

Parents and community members acknowledged that relationships are critically important to the learning experience, but student-teacher relationships specifically did not emerge as a theme. Instead, they focused on fostering relationships during out-of-school time. It's clear that many community members who are actively involved in youth development through clubs, church, or other extracurricular activities believe that these experiences are personally meaningful to the student, and keep them on a "good path"; conversely, the lack of meaningful relationships in a student's life allows them to get lost without anyone noticing.

"Some teachers actually teach you. The lessons you learn teach you how to find your moral values and defend them. They also teach you how to look the part. A teacher who teaches every part of you is something we need more of. Some teachers have higher expectations of us than we do of ourselves." --Webster Student

“Not all of us are bad people. We deserve the chance to show that and prove to ourselves that we can be better. We are not bad or ghetto.”
--Webster Student

Insights, Highlights, Contrasts, and Quotes

Students’ version of deep relationships with teachers was usually defined by a caring and emotional connection: “Mrs. is there for me.” Teachers’ version of deep relationships with students was often defined by seeing rewarding growth – academic or personal – as a result of their extraordinary investment.

Almost all students are asking for meaningful, respectful relationships with teachers who care about and push them. Most students have had this kind of relationship with a teacher at least once, but many high school students feel that it is missing from high school.

Teachers care deeply about their students, but personal relationships with students was not a powerful theme in our interviews and discussions. Teachers tended to talk about their commitment to helping students learn and succeed academically.

Students want to be noticed, especially when they are having a bad day. Many students said versions of, “check in with me when I look upset.” Teachers want close relationships with students, but they often feel by overwhelmed by the sheer number of students that they see in a day.

When parents talk about the “best” teachers, they tend to describe teachers who are passionate about teaching and knowledgeable about the subjects they teach. Students tend to talk about teachers who are passionate about their subject and personally caring.

Students and teachers talked about the effect that school rule enforcement has on relationships. Students described the distance that rule enforcement creates between teachers and students. Teachers talked about the exhausting and frustrating experience of uneven expectations within their school. Both groups suggested that “policing” school rules distracts them from more important work.

“We need recognition. We need to get those stereotypes away from us.”
– Webster Student

Theme #2 Relevant, real-world learning experiences

Student perspective

Students spoke extensively about a lack of connection between their school experience when compared with their perception of “real life.” Students want a greater variety of course

offerings, including more and earlier opportunities for career exploration. In addition to career exploration and training, students also talked about everyday skills: managing money, filing taxes, and changing a tire. Many students talked about wanting more opportunities for hands-on learning and the opportunity to do more outside their classroom. They also highlighted the need for greater college readiness, including increased AP course access and the ability to enroll in college classes while in high school.

Educator perspective

Better preparation for work and life rose to the top among educators. Educators feel strongly that the current high school experience is not preparing students for success in the future. Educators talked about the need to teach students how to navigate a complex world and learn a multitude of life skills (respondents identified the following as basic skills: taxes, credit cards, financial literacy, how to buy a car, sexual health, mental health, etc.). Some teachers expressed a desire to “bring back the basics” and focus on a traditional core curriculum, while others felt that the school curriculum needs to be more relevant to students’ lives. Educators frequently discussed the need for schools to offer more career preparation for students who are not on a traditional college path. Many educators believe that college is not for all students. Educators with this perspective want school to better prepare them for the future that will await them, while still maintaining rigorous academic standards.

Parent and Community perspective

Across parents and community stakeholders, there was a consensus that students need a variety of skills, knowledge, and dispositions to navigate the complex adult world. Parents brought up life skills frequently. For parents, this was less often connected to academic readiness and more often connected to the skills that students need every day in today’s world. These were referenced as everyday, basic and practical skills. Parents often described life skills as a complement to academics.

Community members expressed concern about the lack of students’ academic preparation. They want a relevant, rigorous and personalized curriculum that makes intentional connections between academic content and the outside world. Community members focused more on 21st-century skills (critical thinking, problem-solving, collaboration, and conflict-resolution) than on pure academics. Community members see this combination of knowledge, skills, and dispositions as essential to students for success in college, career, and life.

**"I'm learning more personal lessons than school lessons. Like how to deal with people and how to keep my temperature in check, conflict resolution, etc." --
Webster Student**

"We need to teach students the resilience that is required because being innovative is going to involve failure. Competency is built by accomplishment. When you achieve you gain confidence. But that is a step-by-step process. Students can be the driver, but they need structure." -- Webster Student

Insights, Highlights, Contrasts, and Quotes

Students, teachers, parents, and community members are all aware that students are not ready for adulthood. Everyone is worried. Students are worried about pressing, real, everyday skill gaps: Can I get a job? What does it mean to manage money? How do I change a tire? Teachers tend to focus on students' academic skill gaps. Parents and community members talk about students lacking the deeper skills necessary to adapt and thrive as adults.

Some teachers and community members call for getting back to the basics of school, primarily focusing on academics and discipline. No students are asking for this kind of approach.

Life skills are important to students and parents. Many teachers brought them up as important skills that were once taught but have since been squeezed out of school.

Community members are some of the strongest voices for creating opportunities for students to connect to, work in, and serve the community.

All groups are interested in more authentic learning experiences. Everyone has different language for it: students talk about hands-on learning, educators talk about project-based learning, and community members talk about real-world learning. In every case, the intent is not to throw out traditional academics, but to make a meaningful shift toward learning more relevant skills.

"We are not all the same. Don't treat us all the same." -- Webster Student

Theme #3 Personalized learning that meets individual student needs

Student perspective

Students are demanding a more personalized school experience where they have greater voice, and content relevant to their lives. They want to be asked about their interests, aspirations, and thoughts about their own learning. Most of all, students want to be heard. Students are asking us for an environment that allows more flexibility and opportunity for individual choice within the day and within the curriculum. They would also like school to become much more personalized - places where students get the resources they need to grow and learn. Students expressed a desire for more hands-on learning and for lessons to be delivered in different ways (feel it, watch it, hear it, read it). They don't believe that learning should be delivered in only one way, although this is their dominant experience in our schools.

Educator perspective

Many teachers are frustrated with a one-size-fits-all approach to education and the reality that current school models do not meet the needs of all students, nor of the future. Many teachers talked about the fact that schools are doing the same things they did many years ago. Educators expressed concern that the current education model focuses heavily (and fails to deliver) on high academic preparation, but that most of our students still require remediation. Educators are frustrated with the seemingly low academic readiness of students and with a system that allows this to happen. They often said that we are failing our students and that we are allowing a system where kids fall through the cracks. Some educators expressed a desire to empower students with increased opportunities for personalization in the curriculum. Educators frequently talked about project-based learning as a strategy for delivering content in a way that gives students more ownership over their learning.

Parent and community perspective

Many parents and community members identified that personalization would allow students to be more active in their educational experience. These stakeholders often viewed current education models as “sit and get,” where students are told what and how to learn through the one-size-fits-all model that was persistently discussed across all stakeholder groups. Community members want schools to give students choices and put them in charge of their own learning. Many community members felt that schools are designed for adults and the system, at the expense of the ideas or desires of students.

Community members were the most articulate and passionate stakeholders (aside from students themselves) who advocated for high school experiences that equip students with the skills and confidence to be in the driver’s seat of their own learning.

"One teacher told me 'I will never teach the way that you want me to teach. I will never kneel to you.' That wasn't what I wanted. I just wanted to be acknowledged. It's one of my favorite subjects, but I just sit here bored. " - Webster Student

"Let's even take a step back. Give students a chance to figure out what needs to be done. Present kids a problem rather than telling them what to design and what do. Give them a chance to drive the learning process. When you drive somewhere, you learn how to get there. When you are a rider, you don't know." -- Webster Community Member

Insights, Highlights, Contrasts, and Quotes

Every stakeholder group— students, teachers, community members, and parents – talked about their dissatisfaction with a one-size-fits-all approach to high school.

When students talk about more personalized learning experiences, they often talk about having more say over what, when or how they learn. Community members and parents voiced similar ideas. Some, but few, educators voiced this concern.

Educators are concerned about the fact that high school has changed so little, even as the world, economy and youth culture has changed dramatically.

Many community members felt that individual schools and the school system are designed for adults, at the expense of the ideas or desires of students.

College is a complicated topic and stakeholders bounce between two contradictory beliefs: post-secondary education is necessary for economic opportunity and, at the same time, the college-for-all mantra misunderstands and underserves students.

**“They can never take those things away from us. Webster kids are not easily breakable.” --
Webster Student**

Theme #4 Equity, Opportunity and Safety

Student perspective

Many Tulsa students have personal and painful experiences with elitism, racism, and discrimination. Our students do not feel uniformly valued, understood or welcome in our schools. Students vividly described the divide between magnet schools and neighborhood schools throughout the city. Many students talked about their school’s “ghetto” reputation and the unfairness of being judged by people who had never set foot in the school. Many students also talked about physical safety, especially in reference to bullying, fighting, and drugs. They asked for greater physical and emotional safety and the connection between feelings of safety and the free expression of their ideas, emotions and true identities in school.

Educator perspective

Educators frequently mentioned inequitable educational options across our city. In their view, some of the inequity is rooted in geography, while other inequity emerges from school choice and magnet options. Specifically, some educators believe that magnet and charter schools concentrate students with the greatest academic and personal needs in a handful of neighborhood schools. Some educators feel that magnet students -- whether they are in full magnet schools or magnet tracks within schools - are treated differently than “regular” students. Some teachers believe that schools are not equitably resourced after student need is taken into account.

Parent and community perspective

Community members and parents expressed a sense of comfort, safety, and happiness with Tulsa and the people in the community. Parents of magnet and higher performing schools in Tulsa expressed their happiness with their school experience, while at the same time acknowledging that they were “lucky” to have their kids attend unique magnet school programs. Some parents highlighted the stark inequity of the high school experience across Tulsa. Many parents and community members described Tulsa’s diversity as a strength while, at the same time, recognized it as a challenge. This was the most prominent theme that emerged from data for this stakeholder group. Many community members described a deeper problem in the inequitable distribution of high-quality options, which usually cleave along racial, socioeconomic, and geographic lines -- lines which frequently intersect. Some community members focused on the need for a larger pool of highly trained, racially and ethnically diverse, culturally competent teachers who can serve our changing demographics.

"At any given time, our kids are couch surfing. They don't necessarily have a lot of support. The love and consistency and discipline that they get is from us" -- Webster Educator

**"People don't see our strength and our desire to succeed. The kids here just want a chance, but we don't get that chance."
-- Webster Student**

"Mobility and ease of moving around the city is a big deal. When they took the kids to the Gathering Place, it might as well have been in Dallas because they never leave a four-block area." -- Webster Community Member

Insights, Highlights, Contrasts, and Quotes

When students talk about equity, they tend to talk about their personal experiences with racism and discrimination in school. When adults talk about inequity, they are usually talking about systemic inequity of resources and opportunity.

Amongst parents and educators, there is a sense that charter and magnet schools create and/or deepen inequitable educational opportunity across Tulsa.

Community members expressed a sense of comfort, safety, and happiness in Tulsa. This feeling wasn't shared in the same way by students, who are more likely to describe feelings of isolation, lack of safety, or being unwelcome.

When community members talk about equity, they tend to talk about concerns of disparate resources and, in particular, inequitable distribution of experienced and effective teachers.

Students enrolled in non-magnet schools often describe feeling left behind and less valuable. In some cases, they feel like underdogs. More often, they feel judged.

"We come to school to learn, but they judge us because of the neighborhood." - Webster Student

Theme #5 Community and community engagement

Student perspective

Students talk about community engagement in two different ways: connection to community outside their school and cultivating a stronger community inside their school. Many students are eager to learn outside the school and in the broader community. They see a cultural disconnect between their community and their school. Many students also felt strongly about the need to build a stronger community inside and develop pride in their school. Some students expressed a desire for their school to feel more like a family, where people take care of one another and support each other's dreams.

Educator perspective

Educators overwhelmingly discussed the importance of stronger parent and community engagement. They asked the community to embrace education as a priority for the local economy and parents to embrace education as a priority in their homes. When discussing community engagement, educators focused on parent engagement. Some teachers simply stated the challenges of engaging families in education, while others expressed deep frustration with parents who they perceive to be disengaged. Educators often drew a causal relationship between student behavior problems -- disrespect, apathy, and disengagement -- and the combination of generational shifts and family indifference. Additionally, educators also highlighted the need to increase internship, volunteer and mentorship opportunities in the community.

Parent and Community perspective

Some parents called out the need for increasing parent engagement in school. Amongst those parents asking for more from other parents, there was a tendency to blame disengaged parents as part of the reason that students and schools struggle. Parents and community members alike believe in expanded career exploration and training opportunities. They assert that students should be exposed to a variety of hands-on, relevant learning opportunities through community service, internships, apprenticeships, and job shadowing opportunities.

Community members expressed a keen desire to be more active in and connected to their area high school. Many people see the city and their neighborhood as having a "treasury" of untapped local resources that could be offered to schools and students. Business members and community members sometimes described challenges in making meaningful connections to schools, including difficulty connecting to decision-makers, navigating the system, and supporting in areas other than direct financial support were more trouble than benefit.

“There is history and heritage here. There is a really strong foundation. Even with all the changes that the district has made, Webster isn’t going to give up and give in. There is a real undergirding of the community.” -- Webster Educator

**“Here on the West Side, we need to start looking at all the things that we have to offer. With education, we have to really sell the positive parts of our schools. We have an advantage that certain parts of our city don't because of all our employers. Everywhere we go, we need to be saying to people, ‘We need you.’”
-- Webster Community Member**

Insights, Highlights, Contrasts, and Quotes

Community stakeholders have a deep interest in the students of Tulsa – as future employees, neighbors and community members -- and are looking for ways to contribute to their success.

Students talk about building the community inside their school more than any other stakeholder group. For them, their school peers are a large portion of how they define community.

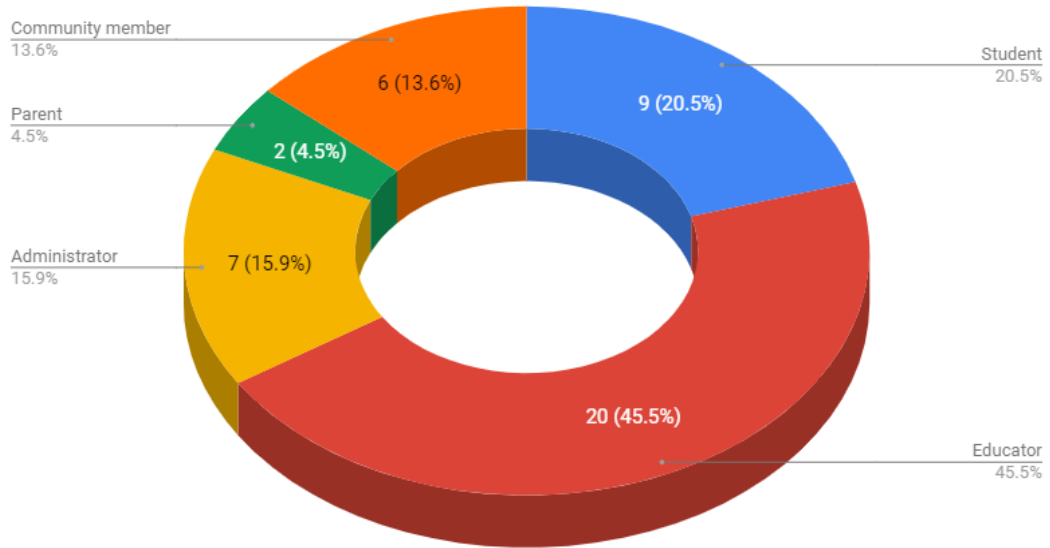
Booker T. Washington students were the only student focus group that expressed clear and unambivalent pride in their school.

Some educators feel that students need more discipline and structure in schools, saying things like “schools should teach - not coddle. Leave that to the parents and families.”

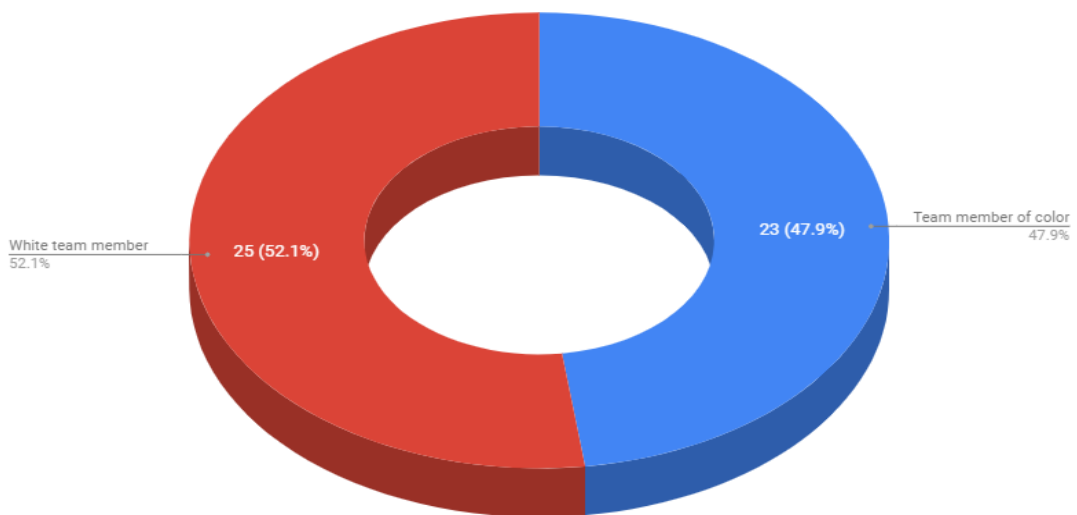
Many teachers attribute student behavior problems to weak parent engagement in school, even – or especially – when students are struggling academically, socially or behaviorally. Some parents report feeling unwelcome in schools. This is especially true for Hispanic/Latino families dealing with joint culture and language difference.

Attachment C: Summary of Tulsa Beyond Design Teams

Design Team Composition
Role



Design Team Composition
Race



Attachment D: Sample Component Definition from Phase Two

Component Name Personalized pacing

What did you learn that makes you believe *your* students will value this component?

Students are bored and not engaged. There is a lack of rigor. Students need scaffolding. Students get left behind.

What is your aspiration/goal for this component?

Students will engage with and inform their educational experience because they have choice and voice in what, where, when and how they learn. This is important because our students need a meaningful choice within meaningful coursework, rather than just checking the box.

List some new behaviors you will observe in yourself and others.

Improved trust between students and teachers; Improved partnership between students, teachers and Webster families; Student communication; Student agency; Student self-advocacy; Student responsibility; Student independent

What are some equity practices that will help you get there?

Staggered start times; Self-paced learning environment; Variety of instructional models: traditional, blended; internships; concurrent enrollment

Component Name Real-world social impact (learning beyond the walls)

What did you learn that makes you believe *your* students will value this component?

Students want learning experiences to be more relevant to life after high school. Many students at TLA desire flexible scheduling and desire learning “life-skills.”

What is your aspiration/goal for this component?

Students will be able to apply what they have learned in ways other than standard assessments. They will demonstrate the ability to connect with adults other than educators and create relationships. Students will be exposed to experiences they might not have had the opportunity to have in a traditional setting.

List some new behaviors you will observe in yourself and others.

Staff members will be flexible in mindset and will become learners alongside their students. Students will be more excited about learning. Teachers will be coaches to learning. There will be shared power among students, teachers, and staff.

What are some equity practices that will help you get there?

Students will have voice and choice in projects. Staff will have an equity filter as they expose students to potential projects.

Component Name

Students will experience relevant personalized learning to support their interests.

What did you learn that makes you believe *your* students will value this component?

Students don't find relevance in the learning, disengaged

What is your aspiration for this component?

Student learning will be individually focused based their specific interests, and passions. They will follow a more flexible curriculum that allows them to venture beyond the traditional state mandated curriculum. This will encourage the students to take ownership of their learning.

List some new behaviors you will observe in yourself and others.

Teachers have flexibility to work with students at different levels, invite teachers who want to teach differently, strategic interventions by standards, formative assessments a little along the way to check mastery (not all paper/pencil). Training teachers to empower students.

What are some equity practices that will help you get there?

Extra time for students as needed

Component Name

Supportive adult networks (meaningful relationships)

**What did you learn that makes you believe *your* students will value this component?**

Students feel isolated and feel a need for adult interaction. Students perform better when they have a meaningful relationship with an adult.

What is your aspiration/goal for this component?

Students and teachers will connect in meaningful networks, working in conjunction with one another and will share in learning experiences. Through these relationships, students and teachers will develop greater problem solving skills,, will be given autonomy, and will bolster their engagement in their learning experiences.

List some new behaviors you will observe in yourself and others.

Students will exhibit agency over their own learning. Teachers will abandon a "power" mindset.

What are some equity practices that will help you get there?

- (1) Students and adults having equal voice.
- (2) The space to make mistakes.

Attachment E: Sample Prototype Planning Sheet

Prototype Name: Test Run of Houses

Best-fit anchor:

- Learning beyond the walls of the school
- Personalized learning and competency-based progression
- Equitable options for youth
- Rigorous preparation for a very different future
- ✓ Meaningful relationships between youth and adults

(1) What do we want to learn?

- How teachers respond to intentionally developing relationships with students
- If students felt any increase in connection to other students and teachers?
- What types of activities best interest students and teachers?

(2) Who is doing what with whom?

- 1-2 8th-grade teachers
- Each teacher will select 5-7 students for the initial prototype
 - groups could be:
 - Students who the teacher gets along with well.
 - Students who may not mesh well with the teacher initially.
 - Students with similar interest.
 - A random mixture of all types of students.
- XX will check in with the two teachers to see how things are going.
- Teachers will be given specific activities to complete with their students. Group sessions will be approximately 15-20 minutes each since they will happen during lunch.
 - Session 1: Who are you?
 - Mind Mapping
 - Likes
 - Dislikes
 - Hopes
 - Identity Markers
 - Students will share out information about who they are and why that is important to them.
 - If time allows the group can play 2 Truths and a Lie.
 - each person will think of or write down two things about them that is true and another that is a lie. They will then share it with the group, and the group will have to determine which of the three is the lie.
 - Session 2: Team Building.

- The team will work on a communication activity.
- https://slco.org/uploadedFiles/depot/admin/fHR/employee_university/EU_CommunicationDrawingTwins.pdf
- If extra time, students can play all my friends:
 - This game is a quick way to take note of your students' interests. Start by having your students form a circle. Stand in the middle and say, "All my friends like ...," filling in the blank with anything you enjoy—hiking, sushi, reading—anything! Any student who also enjoys the thing you mentioned has to switch spots with another person in the circle. Much like musical chairs, whoever doesn't have a spot goes in the middle and says, "All my friends ...," starting the process all over again
-
- Session 3: How are you feeling about high school next year?
 - This session will be more discussion based. There will be a series of questions to ask the kids. They will take the first few minutes of the session to go around and answer the questions on the wall.
 - What frightens you most about high school?
 - What excites you most about high school?
 - If you could describe how you are feeling right now towards high school, what word would you use?
 - While debriefing these questions, talk about ways in which they can overcome their concerns or stressful moments about high school and how they can leverage the things that most excites them.
- Session 4: What's going on in the world today?
 - I will find a specific article or video to watch for this discussion.
- Session 5: Reflection.
 - How was this time together?
 - Would you enjoy having opportunities like this throughout the school year with a set of students and a specific teacher?
 - What parts of this did you like?
 - What would you change?
 - Would you be open to being a part of something else like this again?

(3) How big is the prototype? How many students? How many adults?

- Small to start two teachers with a handful of students.

(4) For how long will we be doing the prototype?

- Hopefully, two weeks where the teacher will meet with them a total of 5 times during lunch.

(5) What will be measured or monitored to determine success?

- There will be surveys to give both the students and the teachers before and after.
 - Survey questions for students will be similar to the following.
 - How connected did you feel to your teacher before this time with them?
 - How connected do you feel to your teacher after this time with them?
 - How connected did you feel to your group mates before this time with them?
 - How connected do you feel to your group mates after this time with them?
 - Do you see value in building relationships with your teacher? Why or Why not?
 - Do you see value in building a relationship with your peers? Why or why not?
 - Survey questions for the teachers will be similar to the following:
 - How connected did you feel to your students before this time with them?
 - How connected do you feel to your students after this time with them?
 - Would you say that you witnessed an increase in the community built among your students?
 - Do you see value in building relationships with your students? Why or Why not?
 - Any other advice or observations that we should know about?

Go smaller in questions and in footprint to get a more meaningful response.

Think through brain science things when building the activities to help build safety and trust within three activities.

From here we can add in 6th grade and 9th-grade teachers.

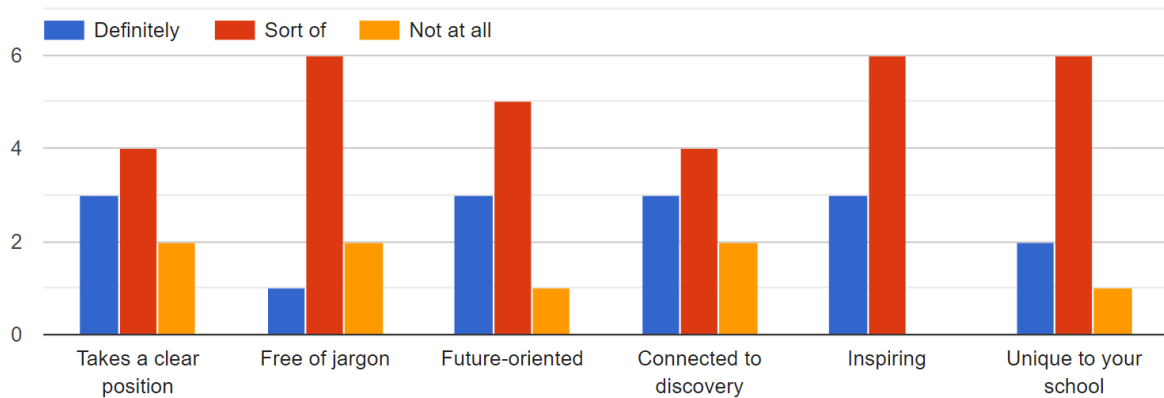
(6) How will you know if you have a success or failure?

Student and adult survey results

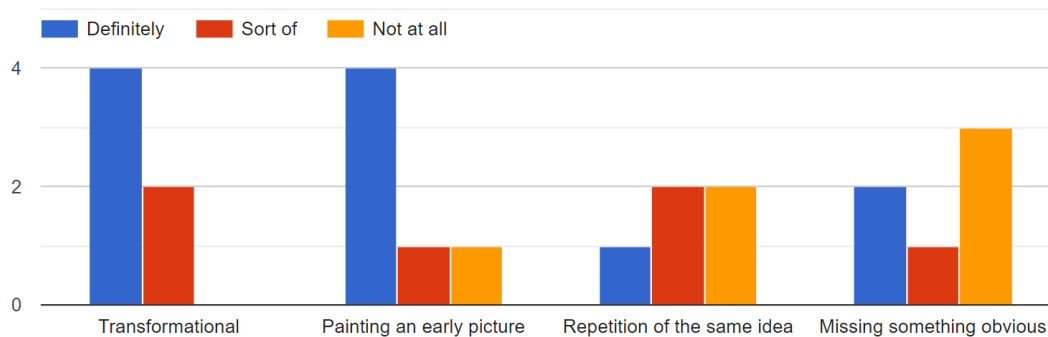
Student and adult responses to activities

Attachment F Sample Overview of the Self-Assessment Results

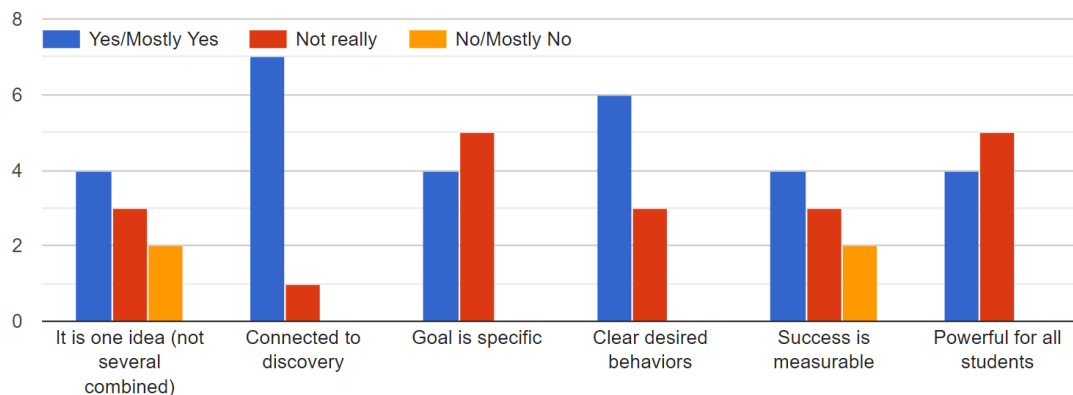
Review your school aspiration statement against the following criteria:



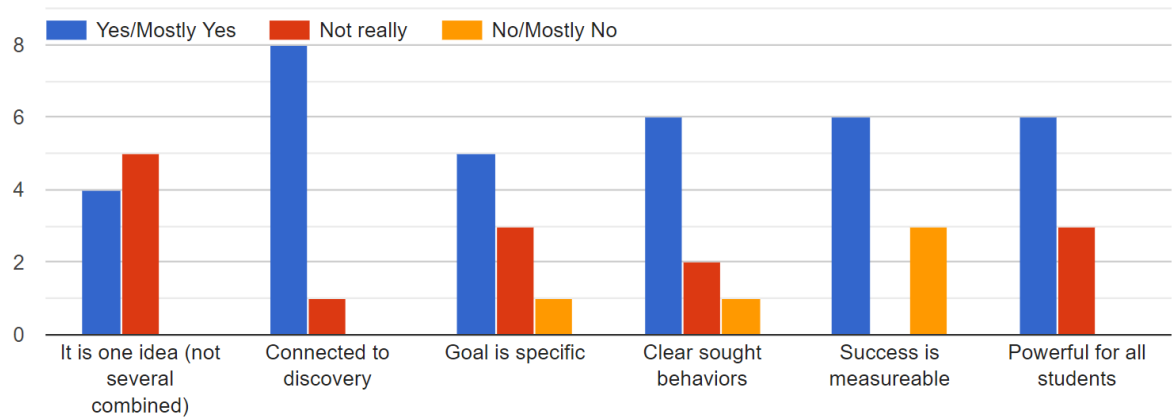
Is your collection of priority components...



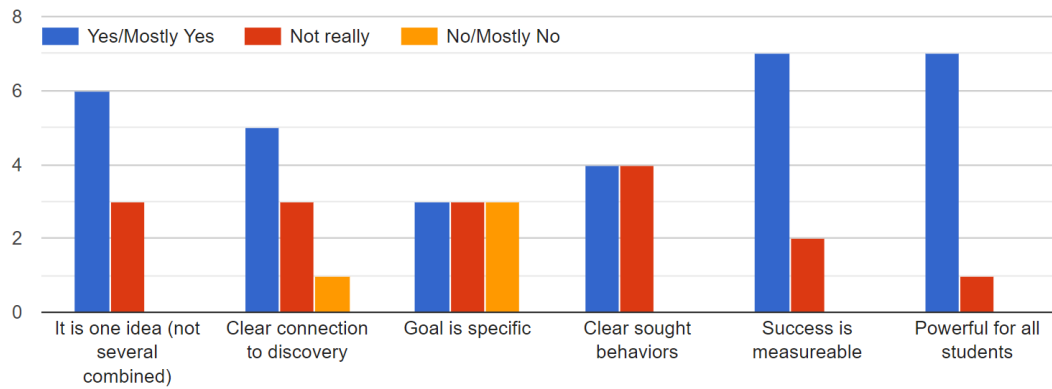
Priority Component 1: Internships & Job Opportunities



Priority Component 2: Personalized Pacing



Priority Component 3: Deep Relationships Based on Shared Interests



Attachment G: Exemplar Library

Exemplar School	Program Overview	Video Overview	Meaningful Relationships with Adults	Meaningful Relationships Component Shout Out	Learning Beyond the Walls of School	Learning Beyond the Walls Component Shout Outs	Personalized Learning and Competency Based Progression	Personalized & Competency Based Component Shout Outs	Rigorous Preparation for a Very Different Future	Rigorous Prep Component Shout Out	Equitable Options for Youth	Equitable Options Component Shout Out	Joey's Top Hits
MC2 High School		Video	<input type="checkbox"/>		<input checked="" type="checkbox"/>	Students attend classes at campuses embedded in business and school sites around the city -- the Great Lakes Science Center, General Electric (GE) Lighting's Nela Park campus, Cleveland State University, and various college campuses.	<input checked="" type="checkbox"/>	While STEM is the school's emphasis, teachers cover all subjects required by Ohio's state standards through integrated, transdisciplinary project-based learning. The grading system is based on mastery.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Lindsey Unified School District	Overview	Video	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	During self-directed performance based learning, learners follow playlists that are custom-created for them based on their learning needs.	<input type="checkbox"/>		<input checked="" type="checkbox"/>	Provides 4 College and Career Pathways	<input checked="" type="checkbox"/>
JFE E3agle Academy		Video	<input checked="" type="checkbox"/>	Leverages social justice education to promote positive youth identity development.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Iowa BIG	Overview	Video	<input type="checkbox"/>		<input checked="" type="checkbox"/>	Students learn by working with peers from across the city on projects that matter to them and to others in the community. Their projects must have a participatory 3rd party audience from outside of the school.	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>
High Tech High	Overview	Video	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>
Grand Rapids Public Museum High School	Overview	Video	<input type="checkbox"/>		<input checked="" type="checkbox"/>	Based on the philosophy of "community as a classroom", this school is located in a Museum.	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>
Furr High School--Institute for Innovative Thinking	Overview	Video	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>
Fremont High School		Video	<input checked="" type="checkbox"/>	Actively works to build relationships early on through 9th Grade House (an advisory like program). Uses Restorative Justice to develop community and belonging while improving student behavior	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Personalized learning through a career tech program focusing on mastery and manipulation of media and technology.	<input type="checkbox"/>		<input checked="" type="checkbox"/>	Provides newly-arrived adolescent immigrants with a rigorous yet accessible curriculum through a holistic program called The Nest.	<input type="checkbox"/>
Denver Center for International Studies	Overview		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Crosstown High	Overview	Video	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Students collaborate with advisors to develop personalized learning plans. They use a variety of methods for pacing and demonstration of master.	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>

Attachment H: Teacher and Student Experience Map Templates

User experience map: A Day in the Life of a Student

STAGE	Getting ready for school	Individual learning time	Project based learning	Advisory and mentorship	After school
	Key components present: Meaningful relationships	Key components present: Pedagogy grounded in brain science Flexible scheduling thru virtual lrng	Key components present: Pedagogy grounded in brain science Student-directed passion projects Meaningful relationships	Key components present: Pedagogy grounded in brain science Meaningful relationships	Key components present: Meaningful relationships
DO	Activities: Hygiene, breakfast, check phone, check schedule Parents 5-10 mins before school Scheduling tool	Activities: Virtual work, self-directed work, note-taking, assessments Certified staff ~8 hs per week in-school time Core content delivered through virtual LMS (EdGenuity), devices	Activities: Project planning, project research, project work, assessments, group work, individual work Certified staff ~12 hrs per week in-school time Project pool, PBL methodology and tools, assessment tools	Activities: 1:1 check ins, setting expectations, check progress, setting goals, wellness checks Staff + community as mentors, parents engaged with students 10 mins per student per week (can occur within project time) Goal setting and tracking tool	Activities: Jobs and chores, homework, extracurriculars, reflect on the day Parents 5-10 mins after school Reflection tool?
THINK	What's my day look like?	When will I finish this? My phone is distracting. Am I meeting my goals? I need to get this done.	What's my role on the team? How hard will this be? How much time will it take?	I want a relationship with my mentor. I want them to be supportive. What's their role in this moment?	I need to take a minute to rest. What went well today? What didn't go well today?
FEEL	Anxious Excited Prepared/unprepared	Frustrated / confused Uncertain	Frustrated / confused Excited / liberated	Unsure / frustrated Positive and on-track	Exhausted Happy / satisfied



LEGEND

People resources

Time resources

Money resources

CM
Change management

BMR
Building meaningful relationships

PBL
Project based learning

PD
Professional development

I&I
Iteration and improvement

User experience map: A Day in the Life of a Teacher



STAGE	Getting ready for work	Teacher collaboration time	Individual teacher time	Project based learning	Advisory and mentorship	After work
DO	Activities: Hygiene, breakfast, workout, check schedule, Family 5-10 mins before school Scheduling tool	Activities: Daily standup All staff ~20 minutes per day None	Activities: Disable alarm, setup devices, reflect on areas to improve, review student goals All staff, parents ~40 minutes per day Student goal setting and tracking tool, devices, alarm system	Activities: Develop project pool, reflect on areas to improve on Project staff, parents, students 12 hours per week Project pool, PBL methodology and tools, assessment tools	Activities: 1:1s, setting expectations and goals, check progress, wellness checks Staff + community as mentors, parents engaged with students 10 mins per student per week (can occur within project time) Goal setting and tracking tool	Activities: Laundry, dishes, dinner, hygiene, reflection All staff 5-10 mins after school Reflection tool?
THINK	What does my day look like?	What are my goals today? What are my barriers? What help do I need?	Have I planned my full day? Which students need my help? How many devices do I setup? How can I improve today?	Am I doing this right? What are our learning goals? What's our progress toward those goals?	How can I help this student meet their goals? What resources can I connect them to?	What do I have going on at home? Are my students working on their coursework?
FEEL	Energized	Hopeful Supported	Rushed	Excited and enthusiastic Challenged and overwhelmed	Rewarded	Happy to be done Accomplished

LEGEND

People resources

Time resources

Money resources

CM
Change management

BMR
Building meaningful relationships

PBL
Project based learning

PD
Professional development

I&I
Iteration and improvement

Attachment I: Tulsa Beyond Zone Baseline Measures

At least two years of baseline data is available for most accountability measures. The highest level order of that data is captured in this appendix. Additionally, data for each of these measures will be segmented by specific high-value dimensions including:

By school: Hale High School, Tulsa Learning Academy, and Webster High School

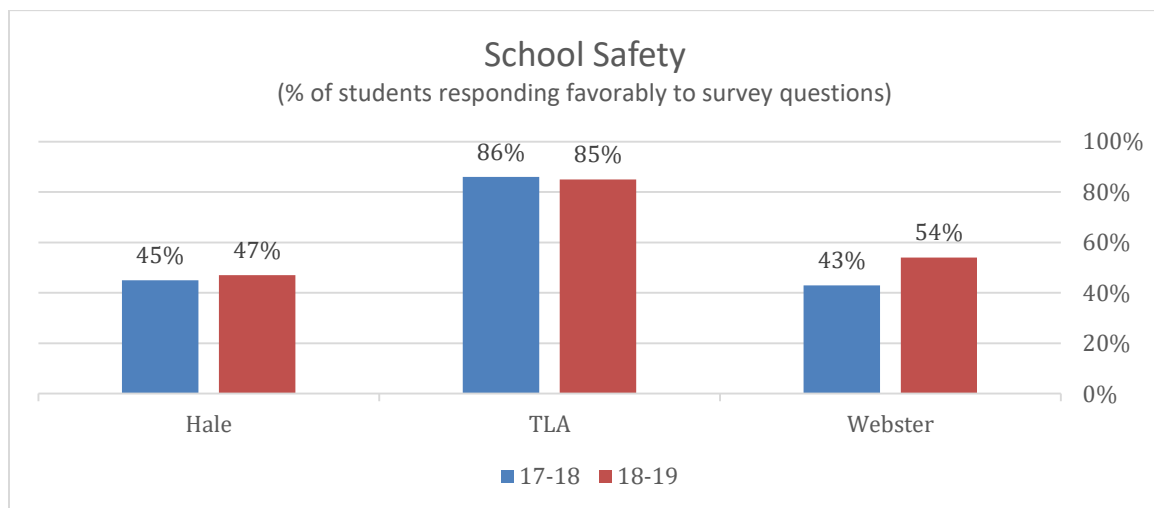
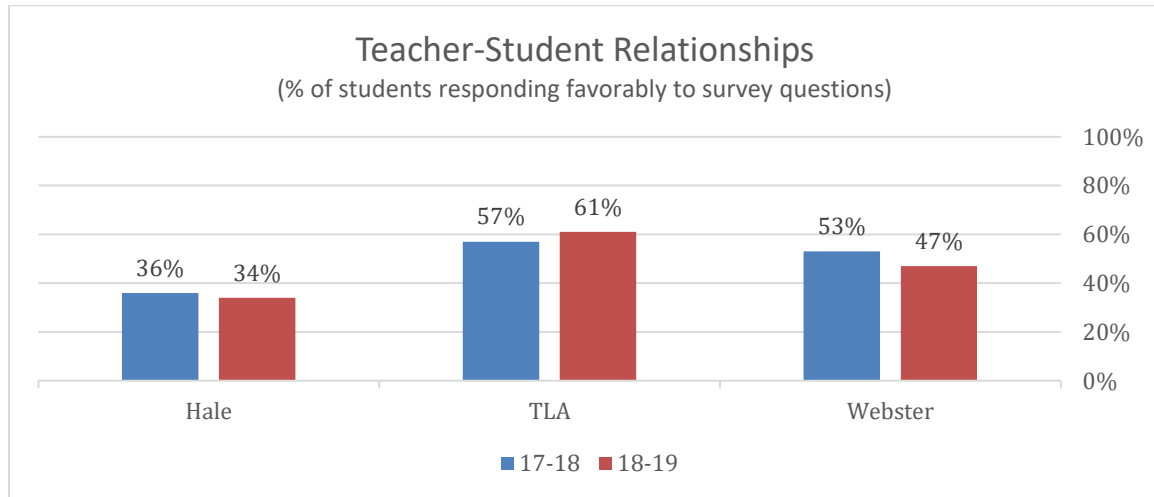
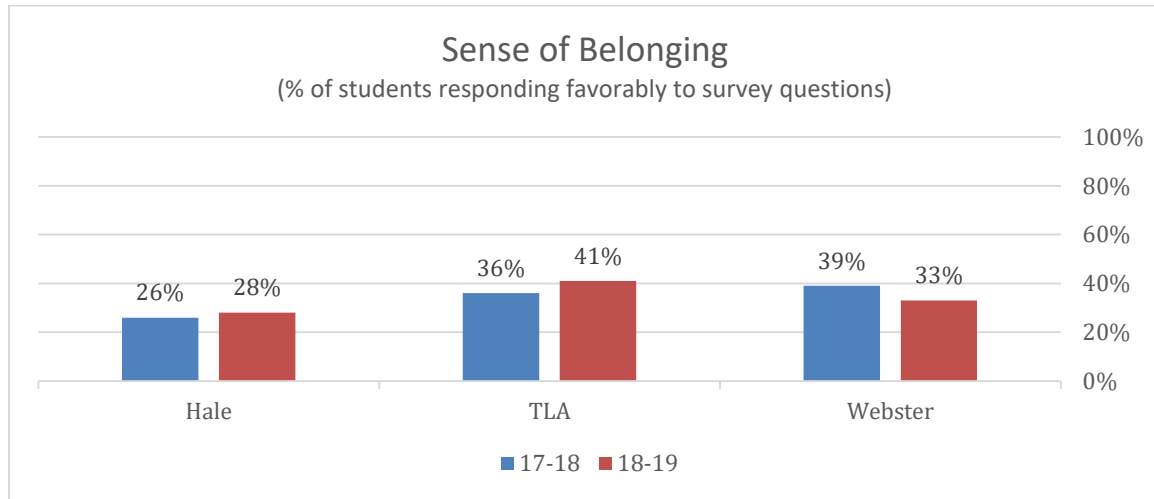
By student: All students, special education students, students of color, English language learners, and socio-economically disadvantaged students.

We will report accountability measures at the highest order level, by school for all students and we will include insights gained from segmented data, such as notably disparate gaps between schools and between student groups.

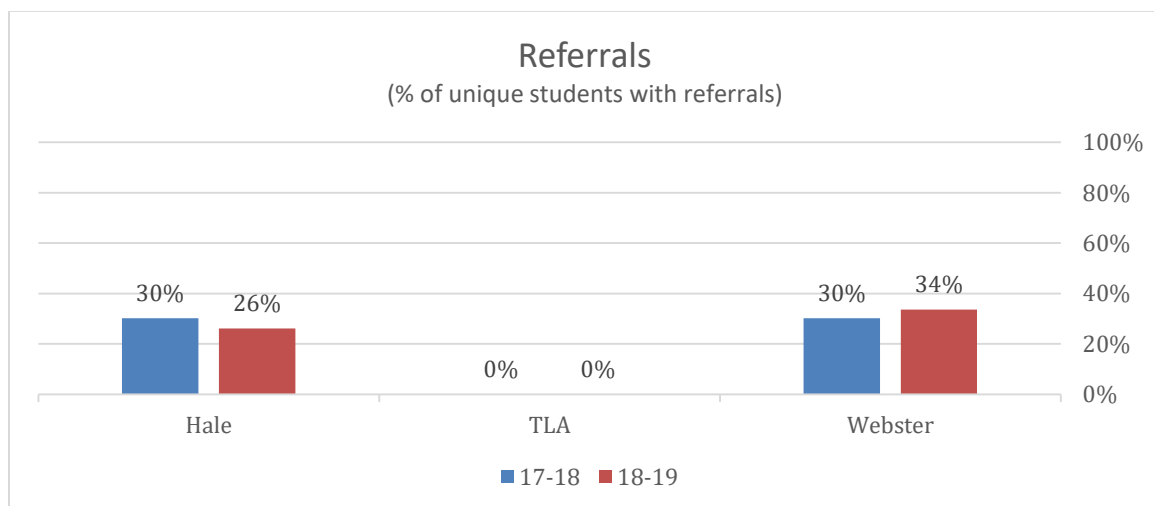
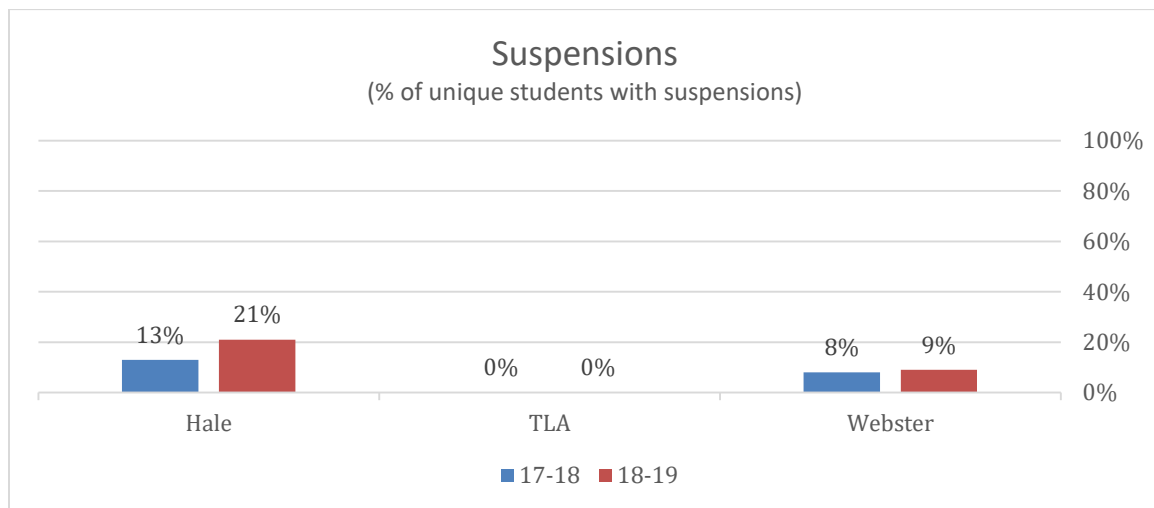
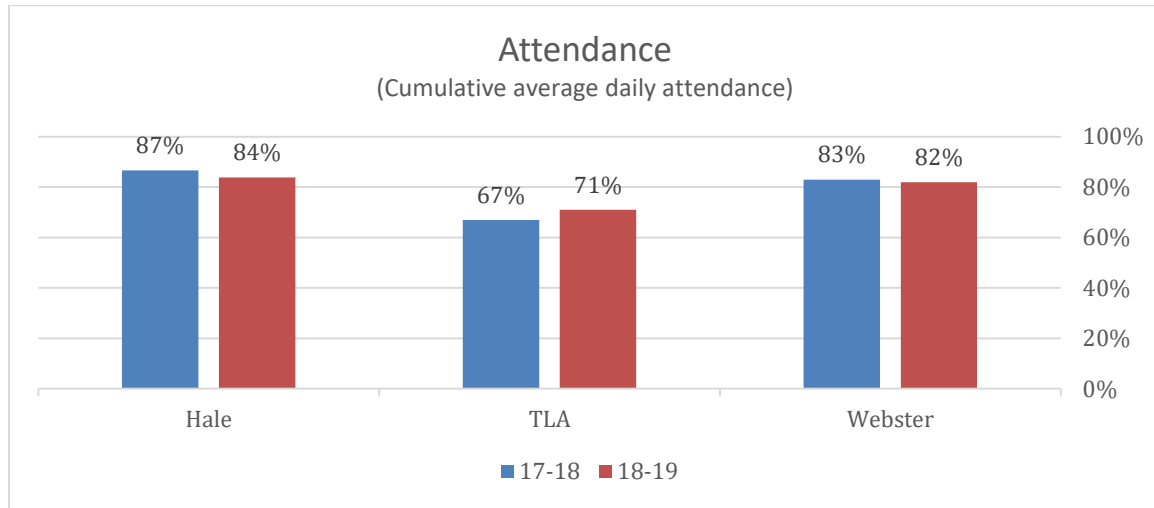
It should also be noted that some baseline data is unavailable because it is not currently collected or organized in such a way that it can be analyzed or accurately communicated. This includes:

- AP and Concurrent Enrollment data
- Post-secondary outcomes
- Prior year graduation rates
- Graduation rates for alternative sites (e.g., TLA)
- Some test data with extremely small population sizes (e.g., TLA)

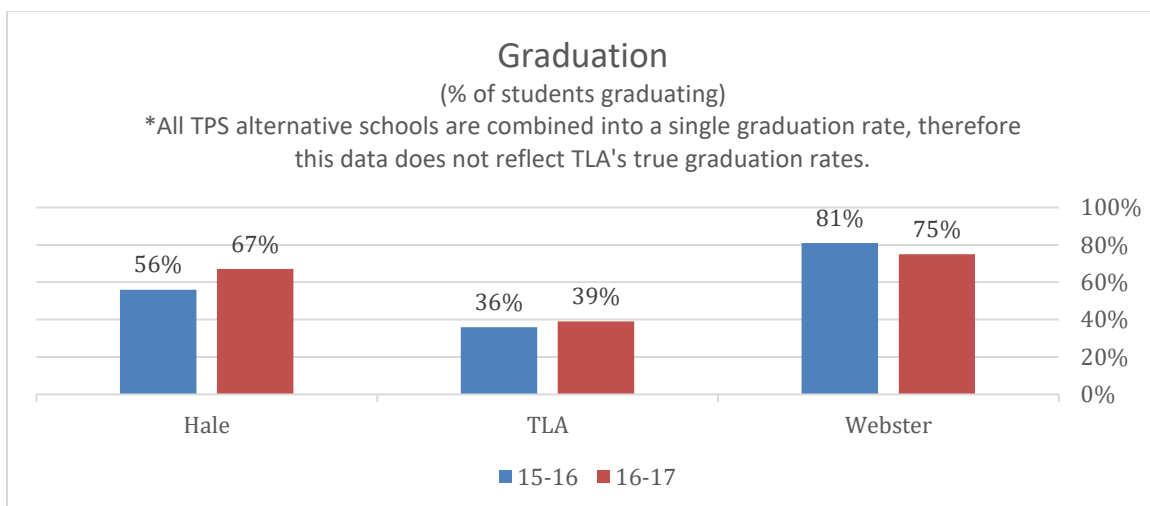
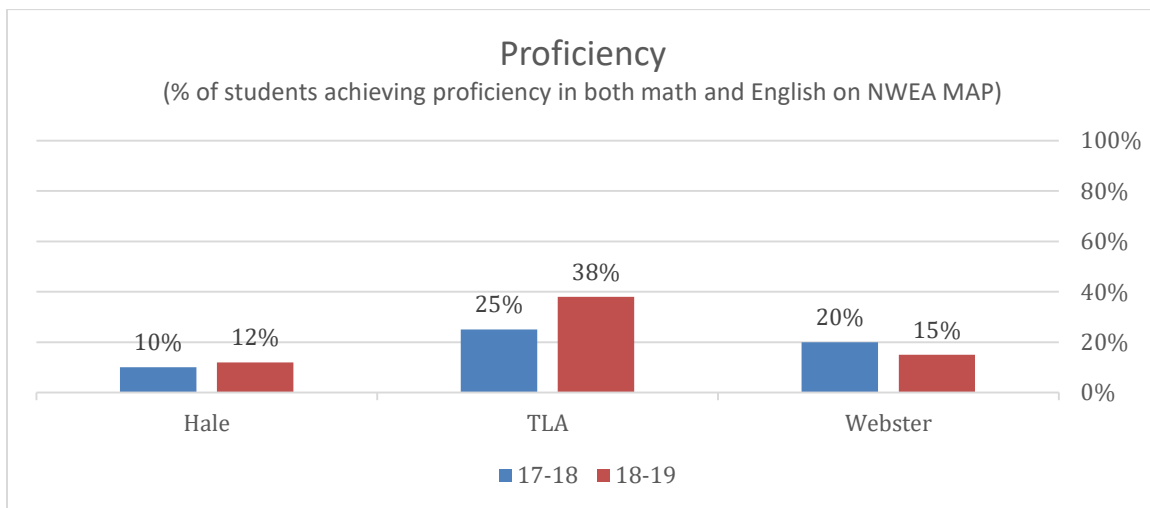
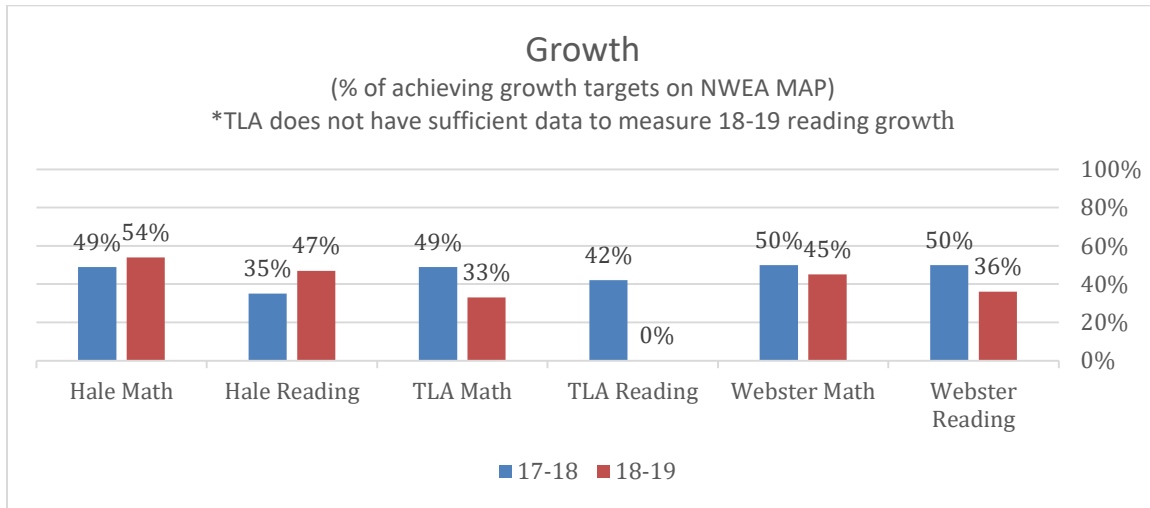
Baseline Data for School Culture



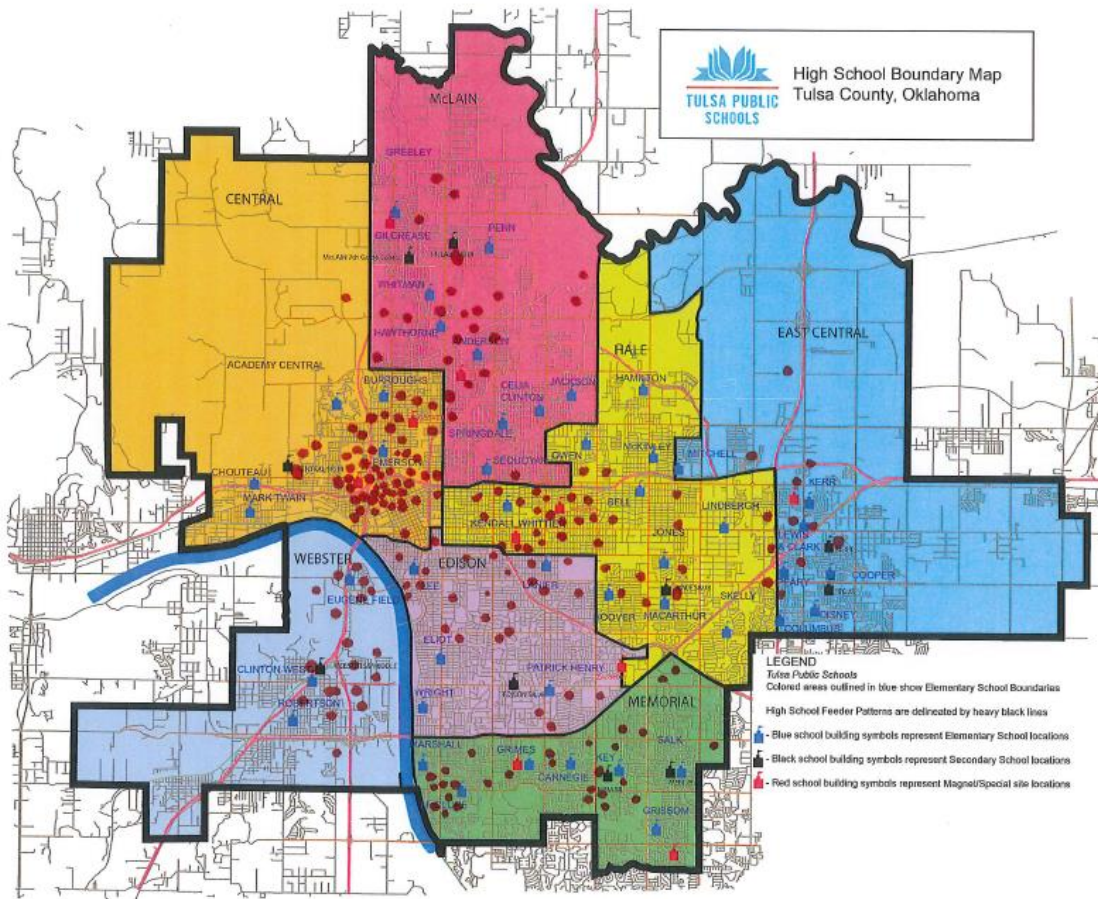
Baseline Measures of Attendance and Discipline



Baseline measures of academic growth, proficiency and graduation rate



Attachment J: Community Engagement, by Geographic Feeder Pattern



Attachment K: Secret Ballot Voting Materials

This attachment includes sample ballots from each of the Tulsa Beyond Empowered School Act zone applicants. It also includes the overview of each school model that was distributed to staff before the December vote.

The Ballot Format

Do you support Hale’s inclusion in an Empowered Schools Act Zone application? This status will provide Hale High School with flexibility in the areas of (a) graduation requirements, (b) attendance, and (c) credit-earning through non-traditional coursework and in non-traditional settings?

Yes. I support this.

No. I do not support this.

School Model Summaries Accompanying the Secret Ballot Vote

Hale Beyond Narrative Summary



What have we learned from discovery?

We have interviewed students, and from them, we learned...

Hale students are asking for our help. When we asked them about their experiences, hopes, and fears, here is what they told us.

Authenticity and Identity: Our unique and collective identities are important to us.

Balancing School and Life: When not at school, we’re responsible for going to work, taking care of siblings, etc. We struggle to balance school and life.

Challenging and Compelling Work: School is boring. We want to be challenged and learn about things that matter to us.

Supports for Basic Needs: We’re not getting enough rest or eating well. We know that there are gaps in our knowledge that limit our opportunities. We need adults to help us fill in the gaps.

Compliance: We put a great deal of effort into being compliant. We know the rules, and we try our best to follow them.

From reviewing data, we learned...

Students are not academically nor experientially prepared for either college or a career. In our district, four schools make up 50% of failing grades, and we are one of those schools. The data bears out students' experiences, quantifying what they are feeling and living every day. It demonstrates that the issues noted above merit the treatment we are addressing in our redesign: exploring innovative approaches that seek to provide alternatives for students to access the content and experience each one needs for a successful, productive and joyful life.

We've read research from around the country, and from it, we learned...

Our current system is inequitable because it sorts students by grade level rather than competency. Flexible schedules will allow pathways for students who don't fit the traditional model.

Competency-based and other personalized learning strategies drive learning by placing ownership of the learning onto the student. Our current system also limits opportunities for meaningful relationships between students and adults. Mentorships have proven to be successful in schools across the country, arming students with advocacy and self-reliance skills. Our students have expressed a desire for guidance from and relationships with mentors and role models.

Our current aspiration for our emerging school model

Based on empathy work with our students, and exploratory research of other schools around the country, we developed our school aspiration. Our new school model is designed to ensure:

"Nathan Hale will courageously empower students to explore their passions through individualized educational opportunities supported by meaningful relationships. We will implement strategies that involve working outside the school walls and at all times, guide our students to develop self-advocacy and self-reliance. Preparing our students for a world that changes at lightning speed, we will embrace these values - adaptability, critical thinking, collaboration, and innovation."

This aspiration is connected to our students' current and future needs because...

We developed our aspiration based on student interviews and our understanding of what skills they will need in our ever-changing world especially self-advocacy, self-reliance, adaptability and critical thinking. Additionally, our students' external stressors, i.e., poverty, inequity, and isolation, create barriers to success under the traditional model which we seek to address with our model.

Section 3: An overarching description of our emerging model

Right now, our emerging model has four major areas:

Right now our model has four major components. The priority components are:

1. Mentorships and meaningful relationships between students and adults will support their success.
2. Students will experience relevant, personalized learning to support their interests.
3. Students will learn outside the school walls, through internships and work-based credit
4. Flexible schedule

Component One: Mentorships/Meaningful Relationships

With this component, our goal is for all students to have relationships with an adult in and outside of school. Mentorship is linked to a strong curriculum. We chose this component because, in our interviews with students, we learned students want and need relationships with adults. Students want options and adult supports linked to the future.

By increasing opportunities for mentorships and meaningful relationships, we hope to see the following changes in experience, behavior, and outcomes:

- Meaningful conversations between adults and students
- Community members assisting students
- Engaged adults
- A cohort with a specific, proven curriculum
- Meeting time for students and adults built into the schedule
- Student-led parent university
- Assigned 'champions' for students (EWI)

Component Two: Students will Experience relevant Personalized Learning

With this component, our goal is to connect school to the real world. School is not working for them, and they want to learn things that matter to them. We chose this component because, in our interviews with students, we learned students don't find relevance in the learning and are disengaged. They find school boring and are looking for more challenge. We think this component might include parent outreach programs, a leadership program, and student choice.

By increasing relevance for the students and enabling them to own their learning, we hope to see the following changes in experience, behavior, and outcomes:

- Students do research on their own
- Students answer questions for other students
- Students asking questions
- Students planning their own course scope and sequence
- Student electives offered based on student surveys
- Students learning at their own pace

By offering our students a personalized learning experience, we hope to see the following changes in experience, behavior, and outcomes:

- Teachers have the flexibility to work with students at different levels
- Invite teachers who want to teach differently
- Strategic interventions by standards
- Formative assessments a little along the way to check mastery
- Training teachers to empower students

We think this component might include one willing teacher to personalize learning for students; students are learning and developing at their own pace, the school facilitating access to resources.

Component Three: Internships and Work-based Credit

With this component, our goal is to create greater options for students. We chose this component because, in our interviews with students, we learned our students want to learn. Internships or work opportunities for credit would be beneficial. Many of our students already work; this would allow them to earn credits as they earn money. We chose this component because, in our interviews with students, we learned students want to learn “how to work.” Students have to work and are struggling to balance school, work, and life.

By providing students with opportunities for internships and work-based credit, we hope to see the following changes in experience, behavior, and outcomes:

- Students learning about themselves
- Increased attendance
- Students engaged in curriculum
- Self-directed learning
- Teachers meeting with students quarterly to revise their plan
- Teachers are communicating how coursework aligns with careers.
- Teachers become the guides
- Students create their own learning path
- Students are planning their own course scope and sequence.

By providing learning outside the school walls, we hope to see the following changes in experience, behavior, and outcomes:

- Flexibility to earn credit for learning done on the job
- Students applying work lessons to prove standards mastery
- Students better prepared for life after graduation
- Curriculum based in knowledge obtained in the “real world.”
- Increased attendance
- Students coming and going freely based on individual schedule
- This component might include movement without bells and self-management.

Component Four: Flexible Schedule

With this component, our goal is for students to learn to plan and manage their time to ensure they are college, career, and life ready. We chose this component because, in our interviews with students, we learned that a traditional schedule isn't working. Our students have responsibilities outside of school and are already struggling with balancing school and life. By providing a flexible schedule for our students, we hope to see the following changes in experience, behavior, and outcomes:

- Less time in classrooms
- Transportation options
- Fewer core subjects
- Learning more life skills
- Badging in
- College feel
- Credit hours

Webster Beyond Narrative Summary

12 December 2018

What have we learned from discovery?

We have interviewed students, and from them, we learned...

Webster students are asking for our help. When we asked them about their experiences, hopes, and fears, here is what they told us.

Authentic Relationships with Adults: We need adults to know who we really are and how we feel in order to authentically coach us through the challenges that matter to us most. We need genuine relationships and caring from our teachers.

Balancing School and Life: When not at school, we're responsible for going to work, taking care of siblings, etc. We struggle to balance school and life.

Real World Learning: We want our learning to prepare us to transition into adult life. (e.g., financial planning, taxes, legal responsibilities life skills, etc.)

Supports for Basic Needs: We're not getting enough rest or eating well.

Post-secondary transition support: We worry about what will happen to us after graduation. We need people to help us with setting college and career goals and developing a plan of action to make our dreams reality. We know that there are gaps in our knowledge that limit our opportunities. We need adults to help us fill in the gaps.

From reviewing data, we learned...

- Student voice in the what, when, where and how they learn is imperative in engaging and serving our students.
- 1.3 We've read research from around the country, and from it, we learned...
- 13% of our students are college ready (as measured by SAT scores)
- Our Chronic Absentee rate is increasing and jumped nearly 20% in one year:
 - 2015-16 - 47%
 - 2016-17 - 47.8%
 - 2017-18 - 65.9%
 - Current - 54.5% (7% increase compared to this time last year)

What is our school aspiration?

“Webster is an inclusive community of learners and leaders who value student voice and choice as evidenced by offering personalized pacing, on and off-site interest-based learning and genuine staff-student relationships anchored in commonality. We offer relevant, innovative experiential learning opportunities that prepare lifelong problem solvers for an ever-changing world. Our school is guided by love, equity, equality and a belief in ‘progress over perfection.’”

This aspiration is connected to our students’ current and future needs because it addresses the student concerns/feedback gathered during interviews and through data mining.

An overarching description of our emerging model

Right now, our model has three major components. They are (1) include internships and student occupations as a way to earn credit, (2) personalized scheduling; and (3) meaningful relationships.

Component One: Include internships and student occupations as a way to earn credit

With this component, our goal is to provide students with equitable opportunities to explore and experiment in the world of work. Through this, they will better understand their interests and talents and increase their readiness for meaningful employment. We chose this component after talking with students about the things that matter most for them. They are bored with traditional high school but excited about the idea of taking greater ownership of things that matter to them. They are seeking meaningful educational opportunities.

By providing students rich experiences with the world of work, we hope to see the following changes in experience, behavior, and outcomes:

- Students will have an increased sense of self-awareness through a variety of experiences beyond West Tulsa.
- Students will connect academic learning to the real world.
- Increased student investment and intrinsic motivation.
- Expose students to a wide range of career fields.
- Students will have learning experiences beyond the classroom walls.

We think that this component might include elements such as (1) 1:1 adult mentors, (2) entrepreneurship programs, (3) near-peer mentors, (4) work-study, (5) travel opportunities, (6) internships, apprenticeships, job opportunities and (7) programs such as, “Gear Up”.

Component Two: Personalized Pacing

With this component, our goal is to create a school that allows students to engage with and inform their educational experience. We want to give them choice and voice in what, where, when and how they learn. This is important because our students need a meaningful choice within meaningful coursework, rather than just checking the box. Across our community, we have observed students who are bored and disengaged. There is a lack of rigor. Some students

need more scaffolding, and with that, can keep up. But without it, too many students get left behind. Other students are ready to move faster, but there is no way for them to do so.

By providing students with greater voice and choice in their school experiences, we hope to see the following changes in experience, behavior, and outcomes:

- Improved trust between students and teachers
- Improved partnership between students, teachers and Webster families
- Student communication
- Greater levels of student self-advocacy
- Greater levels of student responsibility
- Greater levels of student independence
- Increased levels of engagement and ownership

We think that this component might include elements such as (1) staggered start times; (2) self-paced learning environment; (3) a greater variety of instructional models, including traditional and blended classrooms, (4) concurrent enrollment and (5) personalized learning models.

Component Three: Meaningful Relationships Between Students and Adults

With this component, our goal is to create relationships between students and staff that are strong enough to cultivate students' intrinsic motivation. We chose this component because, in our interviews with students, we learned about students' deep desire to connect with adults and in particular, teachers. Students want to feel connected to adults. They want to understand who adults really are. Students want teachers to know things about their lives. Students want to feel understood and valued.

By increasing the quality and depth of relationships between students and adults, we hope to see the following changes in experience, behavior, and outcomes:

- Students and adults will smile more;
- Fewer discipline problems;
- Rewarding connections between students and teachers; and
- Improved attendance

We think this component might include (1) interest/personality based advisories and (2) site-wide training in restorative justice practices.

TLA Beyond Narrative Summary

17 November 2018

What have we learned from discovery?

We have interviewed students, and from them, we learned...

We conducted dozens of empathy interviews and reviewed student transcripts and outcome data, both for our school and the district as a whole. From this work, we have consolidated our learning into four key insights:

The balance between work and out-of-school life is a challenge. When not at school, we're responsible for going to work, taking care of siblings, etc. Sometimes we have time and priority conflicts. We struggle to balance school and life. Flexibility is key to our success.

We want a sense of belonging and community at school. We appreciate the coaching relationships formed with teachers, but we're struggling to form stronger relationships with our peers. We need the flexibility of working remotely, but we want to feel connected to a broader school community, and that is challenging when we have different routines and schedules.

We value a tangible education that prepares us to be adults. We want our learning to prepare us to transition into adult life. We want to have skills that prepare us for jobs, but we also want to feel confident that we have the life skills every adult needs (e.g., financial planning, taxes, legal responsibilities, etc.)

We want our teachers to be more than teachers; we want them to be life coaches. We need coaching through the academic and real-world challenges that matter to us most. We need adults who will prepare us for life after school, academically and otherwise.

From reviewing data, we learned...

Students are being thrust into the role of an adult without preparation to adequately fill that role. Students desire a sense of community with not only the adults in the school but with their peers as well. Students express a need for relevant learning experiences and the confidence to lead their own learning from inside a school setting to the real world. Academics, as typically defined, and traditional schedules do not meet the needs of today's student.

We've read research from around the country, and from it, we learned...

Students gain a sense of confidence when they are given the voice and responsibility to play an active role in their own journey. Additionally, when students are given a voice and active role in creating their own path, they can create deeper and more meaningful relationships with trusted adults. Students want to create meaningful change within their schools and communities. We have experienced through course completion at TLA that relationships motivate students within the walls of the classroom. Students are able to grow and learn while taking ownership of their “investment” when given opportunities to contribute to something they care about. Students feel as though schools expect them to fit into a restrictive structured environment, but schools do little to fit themselves to students’ wants and needs.

What is our school aspiration?

Based on empathy work with our students and exploratory research of other schools around the country, we developed our school aspiration.

“Tulsa Learning Academy is guided by relationships and individual paths to success extending beyond the walls of school. Students will learn to use their voice to be empowered agents of their own future; in order to be create a world that is equitable, diverse, and prosperous.”

This aspiration is connected to our students’ current and future needs because...

It allows students to create a schedule that works for them. Community-based projects help students see the relevance in their learning.

An overarching description of our emerging model

Our model has five components that will collectively achieve our school aspiration. Those components are:

- 1. Real-world social impact** Students learn and earn credit through real-world projects that have a positive social impact and are aligned to academic standards
- 2. Interest-based projects** Students choose how they learn by creating or choosing projects based on their interests and passions
- 3. Visualized learning** Student academic and social-emotional learning is visualized in a heat map to measure progress and ensure they are ready for the future
- 4. Supportive adult networks** Students are supported by a network of adult relationships inside and outside of school that will support and mentor them
- 5. Student-driven learning** Students create their own unique path to success with guidance and support from adults by choosing learning based on their interests and passions

The “meaningful relationships” component: Building supportive adult networks.

We believe students value the connections they have when those connections make them feel supported and cared for, Our goal for this component is that students will develop and maintain meaningful relationships with adults, peers, and community.

We believe meaningful relationships will lead to changes in behavior. Students who are connected to the adults and peers in their school will exhibit greater confidence and power over their own learning. Likewise, teachers will cede “power” to students so that students can assume ownership of their learning.

To make this happen, it is critical that students and adults have an equal voice in teaching and learning, and that students (and adults) are given the space to make mistakes.

The “learning beyond the walls of school” component: Real-world social impact. Our research shows that students desire change in society. We aspire to help guide student’s learning experiences to work toward positive societal change. Working hand-in-hand with interest-based projects, students will stay plugged into their communities and will work to become forces of positive change.

The “rigorous preparation for a very different future” component: Visualized learning. Preparing for a different future is introducing students to a variety of different businesses, corporations, and essentially, people. Students from urban environments need role models and mentors that are constantly on the cutting edge of technology and systems. Connecting these students with individuals and businesses outside of school will instill a sense of hope and connectedness with their community.

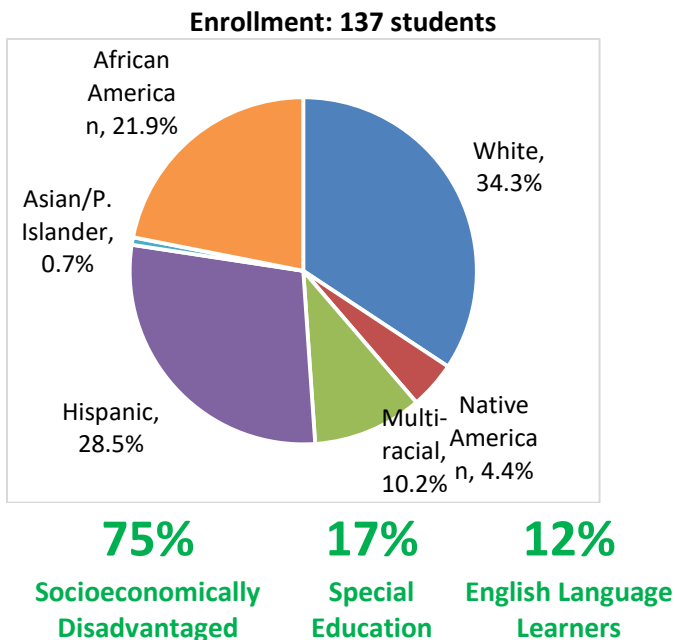
The “equitable options” component: Interest-based projects. Since the foundation of our design is student-driven, all students have a voice and choice to pick and choose projects that both interest them and address the current state standards. Teachers will act as project managers to ensure the alignment of the rigorous academic exposure all students deserve regardless of zip code, ethnicity, or sexual orientation.

The “personalized learning” component: Student-driven learning. Student disengagement is, at least, partially contributed to a lack of relevance in learning experiences. We can allow more relevant learning by including students in the planning process for experience-based learning. Students will help guide their learning toward topics that are more in line with their abilities and interests.

Attachment L: Summaries of School Models Applying for Tulsa Beyond Zone Status

Tulsa Learning Academy

Model: Project-based, flexible learning for at-risk students



STUDENT NEED

TLA is a small alternative high school that has historically served as the landing spot for at-risk students. TLA students have a variety of needs. 47% of students are over-age and under-credit. Many students choose to enroll at TLA because life circumstances require scheduling flexibility.

Their current model offers students an abbreviated four-hour school day with a flexible schedule enabled through blended instruction. The blended model with a component has been successful in graduating at-risk students but has done little to develop students into lifelong learners.

TLA students have often have had negative experiences with traditional schooling. TLA often attracts students because of its flexible model, small size, and abbreviated day.

SCHOOL ASPIRATION

Tulsa Learning Academy is guided by relationships and individual paths to success extending beyond the walls

of school. Students will learn to use their voice to be empowered agents of their own future in order to create a world that is equitable, diverse, and prosperous.

DESIGN SUMMARY

The first year of implementation contains three primary elements: (1) developing meaningful relationships between youth and adults, (2) collaborating with community organizations to develop a student project pool and (3) training all adults in pedagogical tools and methods informed by brain science and youth trauma.

The first cohort of students will include the ninth grade, and the model will scale vertically in a “follow the student” model until it includes all high school grade levels. Subsequent years will continue working in these three initial areas, and add the additional areas of personalization, career exploration, and job placement.

KEY DESIGN COMPONENTS

FIRST YEAR IMPLEMENTATION

- Meaningful youth/adult relationships
- Flexible scheduling options
- Relevant project-based learning
- Pedagogy informed by brain science

LATER IMPLEMENTATION

- Rigorous, personalized core content
- Career exploration and job placement

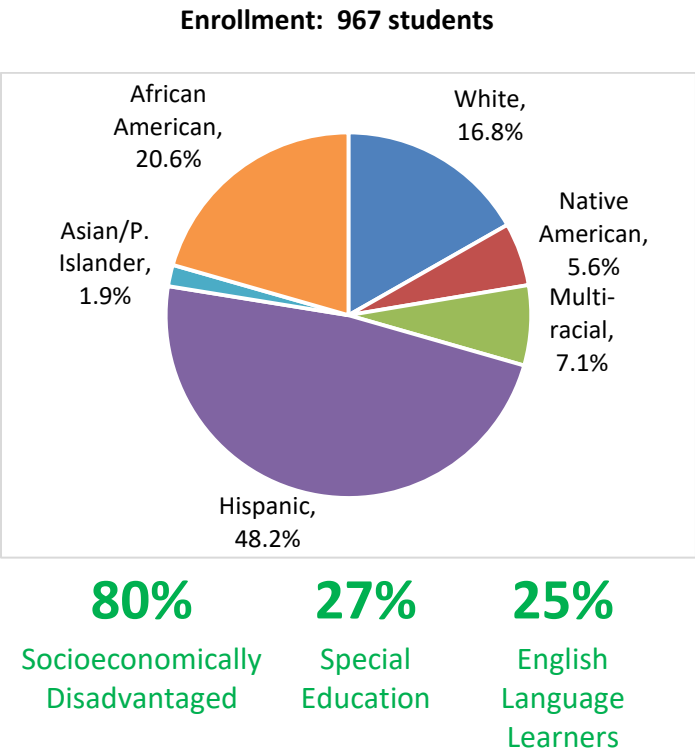
STRATEGIES

- Reshaping youth/adult interactions to develop a culture of equity, safety, and high expectations
- Providing anywhere/anytime learning for all core content areas
- Developing community partnerships to co-create relevant, hands-on project learning opportunities
- Training all staff in pedagogical tools and methods informed by brain science
- Developing partnerships with career exploration and job placement services
- Developing partnerships with career exploration and job placement services

Tula Learning Academy Program Summary	
Program Area	Purpose
Curriculum and Standards	TLA will continue to use a standards-aligned learning platform and curriculum. TLA is exploring the adoption of a project-based learning curriculum aligned to standards
Instruction	TLA will offer a project-based learning instructional model that supplements the core content offerings
Graduation requirements	TLA will continue offering a full range of course offerings to meet Oklahoma Promise and baccalaureate-level entrance requirements.
Assessment Plans	TLA will administer MAP and all required OSTP assessments. In addition, teachers will utilize informal and formal assessments embedded in the curriculum.
Daily and Yearly Schedule	TLA will offer the same flexible and shortened day schedule they currently use as an alternative school.
Out-of-classroom learning	TLA will offer “real-world” student projects in and outside the classroom environment. Projects will be mapped to OAS and allow students to demonstrate mastery of standards through applied learning. Students will be given credit for attendance when working on out-of-classroom projects. Students will be given course credit when they demonstrate mastery of OAS during out-of-classroom projects.
Student learning pace	TLA will continue to allow students to enroll and complete coursework on an accelerated pace.
Attendance	TLA will utilize ESA flexibility to offer credit for attendance when students are working on out-of-classroom projects.
Accreditation	TLA will seek full accreditation.
Staffing Plan	TLA is developing a staffing plan that prioritizes serving students in a wider-array of settings and on increasing the amount of one-on-one instruction and counseling services.
Budget	TLA’s budget cannot exceed their current local, state, and federal budget. Transitional costs such as professional development, coaching support, and one-time purchases necessary for their new school model will be covered through separate philanthropic funding.

Nathan Hale High School

Model: Personalized learning and flexible scheduling for students



Nathan Hale is a comprehensive high school that has a diverse student body. Hale is centrally located and a community hub. The culinary arts program is a point of pride for the Hale Rangers. There are significant untapped resources in the Hale community. Hale’s new model is designed to connect students with the assets opportunities within the community and alumni. Hale’s innovations are designed to provide students with the flexibility to learn outside of the school, have choice in their personalized learning pathway and extra support from dedicated mentors within the school and community.

STUDENT NEED

Hale enrolls students mainly through the junior high feeder school. 23% of students are over-age and under-credit. Although a majority of freshmen want to attend college, only 30% of graduate do so. The vast majority require remediation. Almost half of Hale students are chronically absent (48.3%). Hale students have expressed a need for deep, meaningful relationships with adults, and a desire have valuable learning experiences in the community and city.

SCHOOL ASPIRATION

Nathan Hale will courageously empower students to explore their passions through individualized educational opportunities supported by meaningful relationships. We implement strategies that involve working outside the school walls and at all times, guide our students to develop self-advocacy and self-reliance. Preparing our students for a world that changes at lightning speed, we embrace the values of adaptability, critical thinking, collaboration, and innovation.

DESIGN SUMMARY

The first year of implementation contains three primary areas: (1) developing meaningful relationships between youth and adults through mentorships, (2) personalized learning and pacing for students (3) flexible scheduling that values learning outside the school.

The first cohort of students will include 9th, 10th, and 11th graders to create a “school within a school” model.

KEY DESIGN COMPONENTS

FIRST YEAR IMPLEMENTATION

- Meaningful youth/adult relationships
- Flexible scheduling options
- Personalized Learning

LATER IMPLEMENTATION

- Project-based Learning
- Career Internships
- Work-based Learning

STRATEGIES

- Investing in youth/adult relationships to develop a culture that supports student growth
- Providing personalized learning and pacing for students through a flexible schedule
- Training all staff in pedagogical tools and methods informed by brain science

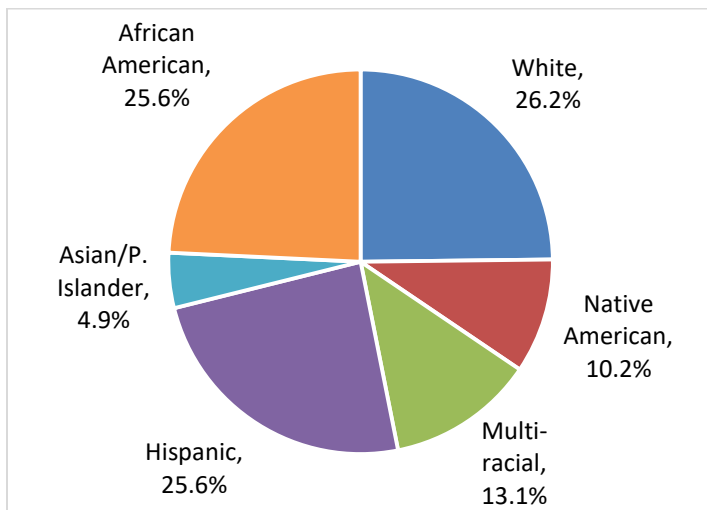
Developing partnerships with community businesses and non-profit organizations to support learning outside the school walls

Programs Affected at Hale High School	
Program Area	Summary
Curriculum and Standards	Hale will use a standards-aligned blended learning platform and curriculum. Hale is exploring the adoption of a project-based learning curriculum aligned to standards that will go hand in hand with the platform-embedded projects.
Instruction	Hale will offer a blended learning instructional model.
Graduation requirements	Hale will continue offering a full range of course offerings to meet Oklahoma Promise and baccalaureate-level entrance requirements.
Assessment Plans	Hale will administer MAP and all required OSTP assessments. In addition, teachers will utilize informal and formal assessments embedded in the platform.
Daily and Yearly Schedule	Hale will offer a flexible schedule with extended school hours to help differentiate for the needs of all students. The blended learning platform will allow students to work outside of the school hours so they have the time needed to master the standards.
Out-of-classroom learning	Hale will offer “real-world” student projects inside and outside the classroom environment utilizing the blended learning platform. Work based learning and projects will allow students to demonstrate mastery of standards through applied learning. Students will be given credit for attendance when working on out-of-classroom projects and work based learning that is mapped to OAS. Students will be given course credit when they demonstrate mastery of OAS during out-of-classroom projects.
Student learning pace	Hale will allow students to enroll and complete coursework on a personalized pace.
Attendance	Hale will utilize ESA flexibility to offer credit for attendance when students are working on out-of-classroom projects and work-based learning.
Staffing Plan	Hale is developing a staffing plan that prioritizes serving students in a wider-array of settings and on increasing the amount of one-on-one instruction and mentoring relationships.
Budget	Hale’s budget cannot exceed their current local, state, and federal budget. Transitional costs such as professional development, coaching support, and one-time purchases necessary for their new school model will be covered through philanthropic funding.

Daniel Webster High School

Model: Personalized learning with expeditions to deepen students' understanding of context and content; students will be grouped in smaller, relationship-focused smaller learning communities; as student mature and develop skills, they'll earn greater independence

Enrollment: 450 students



93%

Socioeconomically
Disadvantaged

29%

Special
Education

11%

English Language
Learners

STUDENT NEED

Webster students are asking for authentic relationships: Students need adults to know who they are and how they feel. They want adults to coach them through the challenges that matter most.

Balancing School and Life: They aren't always sleeping enough or eating well, so school had to address their basic and deeper needs. Webster students are asking for help in learning to balance the many demands of life.

Real World Learning: Students are asking for school to prepare them to transition into adult life. (e.g., financial planning, taxes, legal responsibilities life skills, etc.)

Post-secondary transition support: Students worry about what will happen to them after graduation.

Students want teachers to help setting college and career goals and developing a plan to make their dreams come true. They know they have gaps in that will limit their opportunity and want help to fill them.

SCHOOL ASPIRATION

Webster is an inclusive community of learners and leaders who value student voice and choice as evidenced by offering personalized pacing, on and off-site interest-based learning and genuine staff-student relationships anchored in commonality. We offer relevant, innovative experiential learning opportunities that prepare life-long problem solvers for an ever-changing world. Our school is guided by love, equity, equality and a belief in "progress over perfection."

KEY DESIGN COMPONENTS

FIRST YEAR IMPLEMENTATION

- Small learning communities through houses
- Learning expeditions outside the school
- Personalized Learning

LATER IMPLEMENTATION

- Competency-based learning
- Flexible schedules
- Work-based Learning

STRATEGIES

- Freshman will be divided into smaller learning communities according to common and shared interests. Students will have the opportunity to help craft the identity of their "house" through uniform design, rituals, and norms.
- The freshman schedule balances core content instructional time and relationship-building. Learning blocks will be flexible, and through the year, students will be able to exercise increasing independence about how to use their time.
- Teachers in the model will share ~ 3 hours of collaborative time per week.
- Students will engage in regular cycles of goal-setting and reflection and will check in with adults to discuss their progress

Webster High School Program Summary	
Program Area	Summary
Curriculum and Standards	Webster will be adopted a new OAS-aligned content curriculum with aligned instructional materials in ELA, Math, and Science
Instruction	Personalized learning requires a new instructional approach that emphasizes frequent check-ins, small flexible groups, and supporting students to develop self-management skills.
Graduation requirements	Webster will offer a course of study aligned to baccalaureate admission requirements and Oklahoma Promise.
Assessment Plans	Webster will administer MAP and all required OSTP assessments. In addition, teachers will utilize informal and formal assessments embedded in the curriculum.
Daily and Yearly Schedule	Webster will maintain the state minimum instructional days and hours per year. However, student schedules will become increasingly flexible in the upper grades, when students will earn the privilege of pursuing a managed, flexible schedule that can accommodate personal needs and academic or post-secondary interests.
Out-of-classroom learning	Webster will incorporate “expedition days” into the freshman experience every 3-4 weeks. These expedition days will be opportunities to explore contextualized, cross-disciplinary content outside the school. In future years, Webster will be leveraging the formative experiences of expedition day to prepare students for greater out-of-school, credit-bearing learning opportunities.
Student learning pace	Webster will be offering personalized learning with mastery-based progression. Students can move at their own pace.
Attendance	Webster will require the equivalent of the statutory minimum number of days and hours of instruction. Webster may grow into the potential for students to be considered “in attendance” on weekends and over breaks. These additional days of attendance will erase prior absences.
Staffing Plan	Webster is developing a staffing plan that prioritizes grade-level teams and a dramatic increase in collaborative time for core content teachers serving students in the new school model.
Budget	Webster’s budget cannot exceed their current local, state, and federal budget. Transitional costs such as professional development, coaching support, and one-time purchases necessary for their new school model will be covered through separate philanthropic funding.